

IN THE NAME OF ALLAH



Department of English, Zabid-College of Education, Hodeidah
University

Advanced Writing Skills

For 3rd Year-English-B.Ed. Students, of the Year 2017-2018, 1st
Semester 2017-2018

(For Private Circulation Only)

Compiled By

Dr. Abdullah M. M. Ali Shaghi, Assistant Professor of Linguistics
Department of English, Zabid-College of Education, Hodeidah
University

Table of Contents

Section 0: Introduction to Advance Writing Skills	4
Section 1: Advanced Paragraph Correction Worksheets	5
Section 2: Advanced Question Response Writing Worksheets	34
Section 3: Advanced Writing a Formal Argument Worksheets	40
Section 4: Advanced Business Letters Writing	49
Section 5: Advanced Speech Writing	70
Section 6: Advanced Essay Writing	82
References and Bibliographies	154

Section 0: Introduction to Advance Writing Skills

This handout of Advanced Writing Skills is all from English for everyone: Writing Practice (Advanced) <http://www.englishforeveryone.org/> and Writing Academic English EBooks and other sources shown in the list of references or bibliographies.

The sections of Advanced Writing Skills" builds on the skills acquired during the first two bachelor years and continues to prepare students for advanced writing tasks (e.g. Advanced Paragraph Correction, Advanced Question Response Writing, Advanced Writing a Formal Argument), as well as Advanced Business Letters Writing, Advanced Speech Writing, and Advanced Writing Essays. Each section has examples, samples, and space for students to write their own advanced writings.

Section 1: Advanced Paragraph Correction Worksheets

The exercises of Advanced Paragraph Correction Worksheets are valuable because they allow students to learn to proofread and edit. This skill inevitably carries over into their own work, allowing them to be better writers. What's more, correction worksheets give students more practice identifying common grammar, spelling, and punctuation errors. It also gives beginning students practice learning new idiomatic expressions.

1.1. Advanced Paragraph Correction Worksheet 1

Read the passage below. Then answer questions about errors in the passage.

“To be, or not to be...that is the 1) question” This 2) wellknown utterance has been the source of both mystery and wonderment for students around the world since the turn of the 16th century—arguably the zenith of Shakespeare’s creative output. However, the mere ubiquity of this phrase fails to answer some basic questions about 3) it’s rather context. Where did it come 4) from what does it mean? The 5) first of these questions (where does it come from?) can be answered fairly easily: from Shakespeare’s famous play *Hamlet*. 6) As for the last of the two questions, a complete answer would require a more 7) deep 8) look at Shakespearean culture and nuance.

1)

A. question?”

B. question”?”

C. question.”

D. question”.

E. question,”

F. Correct as is

2)

A. well known

B. well-known

C. widely-known

D. Correct as is

3)

A. it is

B. its

C. a

D. the

E. Correct as is

4)

A. from? What

B. from or what

C. from, what

D. from? And what

5)

A. first of these questions

B. first interrogative

C. primary

D. first one

E. Correct as is

6)

A. As for the former question,

B. As for the latter question,

C. As for the second one of the two,

D. Correct as is

7)

A. in-depth

B. deeper

C. extended

D. serious

8)

A. conversation on

B. investigation of

C. thought about

D. talk about

Now. Rewrite the above paragraph correctly.

1.2. Advanced Paragraph Correction Worksheet 2

Read the passage below. Then answer questions about errors in the passage.

My stepmother is the 1) jenealogist of the family. She maintains records of births, deaths, marriages, and divorces. She takes the job 2) real serious. She sends missives to the family 3) whoever something noteworthy occurs. We recently had a bulletin about 4) the demise of the relative during the Civil War—which transpired a

century-and-a-half ago. This ancestor apparently bequeathed his old earthly possessions (some 5) beautiful and antique furniture) to his progeny, who in turn bequeathed their goods to their descendants. My husband's great-grandfather, 6) his mother's father, has recently inherited some of this 7) beautiful antique furniture. My husband wonders if he will one day pass heirlooms on to his progeny. 8) If yes, we may inherit some new furniture, and my stepmother will have even more to keep track of!

1)

A. genealogist

B. jeneologist

C. genealegist

D. Correct as is

2)

A. very serious.

B. real seriously.

C. really serious.

D. very seriously.

E. Correct as is

3)

A. whether

B. whenever

C. whatever

D. Both A and C are correct

E. Both A and B are correct

4)

A. a demise of the relative

B. the demise of a relative

C. a relative's demise

D. Both B and C are correct

E. Both A and B are correct

5)

A. beautiful, but antique

B. beautiful antique

C. beautiful or antique

D. Correct as is

6)

A. his mother's father's father,

B. the father of his father's father,

C. the mother of his father's father,

D. Both A and B could be correct

7)

A. pedestrian

B. dynamic

C. deleterious

D. antiquated

E. exquisite

8)

A. If so,

B. If not,

C. This way,

D. If true,

E. Correct as is

Now. Rewrite the above paragraph correctly.

1.3. Advanced Paragraph Correction Worksheet 3

Read the passage below. Then answer questions about errors in the passage.

Edward Murphy was a member of an Air Force team that performed complicated experiments during the 1) 1940s his work required much preparation and perfect execution. Murphy has become renowned for 2) “Murphys’ Law,” which states that “if anything can go 3) wrong it will.” This 4) somewhat funny observation has spawned a plethora of 5) corollaries, such as Hofstadter’s Law: “It always takes longer than you expect, even when you take Hofstadter's Law into account.” 6) These smart comments on the perceived perversity of daily life have been published in 7) several books. Some of the volumes are general in 8) scope; some pertain to technical careers in aerospace or professional areas such as medicine or law.

1)

- A. 1940’s, his
- B. 1940s. His
- C. 1940s! His
- D. 1940’s – his
- E. Correct as is

2)

A. "Murphy's Law,"

B. Murphy's Law,"

C. "Murphy's Law",

D. "Murphys Law,"

E. Correct as is

3)

A. wrong, it will".

B. wrong it, will."

C. wrong, it will."

D. wrong it will,"

E. Correct as is

4)

A. hilarious

B. lofty

C. comical

D. laughable

E. tenuous

5)

A. corollaries

B. corolaries

C. corollarries

D. corroleries

E. Correct as is

6)

A. witty musings

B. complex phrases

C. detrimental utterances

D. sophisticated sayings

E. harmless annotations

7)

A. several books, but some

B. several books: some

C. several books, some

D. Correct as is

8)

A. scope some

B. scope. Some

C. scope & some

D. scope, while others

Now. Rewrite the above paragraph correctly.

1.4. Advanced Paragraph Correction Worksheet 4

Read the passage below. Then answer questions about errors in the passage.

The Arctic fox is 1) compareble in size to the domestic cat. It inhabits the so-called 2) kingdom of the polar bear the area midway between Norway and the North Pole. This canine predator 3) changes to extreme weather conditions. During the winter months, 4) it's white coat is ideal camouflage in these rough northern climates. The Arctic fox can roam all winter without 5) hibernating its fur is the thickest of all Arctic mammals. Its insulation 6) permits it to grow even though winter temperatures normally fall to -50 degrees Celsius. When nutrition becomes scarce, the Arctic fox may follow polar bears as they pursue seals on the 7) perilous sea ice. This strategy is 8) hazardous not only because of the possibility of falling into freezing water, but also because polar bears will consume Arctic foxes if they can catch them.

1)

- A. comparable
- B. compareable
- C. comparrable
- D. comparable
- E. Correct as is

2)

- A. kingdom of the polar bear,
- B. "kingdom of the polar bear",
- C. "kingdom of the polar bear,"
- D. ",kingdom of the polar bear,"
- E. Correct as is

3)

- A. adjusts
- B. alters
- C. flexes

D. adapts

E. suits

F. applies

4)

A. a white coat

B. its white coat

C. it's coat

D. the white coat

E. Correct as is

5)

A. hibernating,

B. hibernating.

C. hibernating;

D. hibernating:

E. Correct as is

6)

A. allows it to move even when

B. enables it to survive, even though

C. sets it at a disadvantage, even where

D. permits it to flourish, however

E. authorizes it to maintain, although

F. Correct as is

7)

A. uninhabitable

B. risky

C. heavy

D. cautious

E. level

F. Correct as is

8)

A. hazardous. Not only because of

B. hazardous, not only due to

C. hazardous. Not just because of

D. Correct as is

Now. Rewrite the above paragraph correctly.

1.5. Advanced Paragraph Correction Worksheet 5

Read the passage below. Then answer questions about errors in the passage.

Students and townspeople 1) freshly flocked to hear returning 2) professor, Dr. Willis give a speech. Dr. Willis, a benevolent and 3) compacionate advocate for the poor, spoke Sunday to the congregation at the First Avenue Church. He was expected to be greeted by a full house at the Exeter Theater Monday evening. The 4) youthful

5) professor at age 92 exhorts his listeners to show empathy for citizens mired in poverty and joblessness. Haunted by personal memories of the Great Depression, he abjures opulence and 6) urges frugal behavior. He encourages 7) engaging in heavy food and drink, and attributes his own 8) decrepitude to diligent work and a prudent life style.

1)

A. just now

B. a moment ago

C. recently

D. newly

E. Correct as is

2)

A. professor, Dr. Willis,

B. professor Dr. Willis

C. professor Dr., Willis

D. Correct as is

3)

A. compassionate

B. compactionate

C. compasionate

D. conpacionate

E. compashionate

F. Correct as is

4)

A. laudatory

B. archaic

C. supercilious

D. bombastic

E. venerable

5)

A. professor, at age 92

B. professor at age 92,

C. professor: at age 92

D. professor – at age 92 –

E. professor, currently 92,

F. Correct as is

6)

A. disdains parsimony.

B. extols mendaciousness.

C. urges prodigal behavior.

D. eschews spendthrifts.

E. Both B and C are correct.

F. Correct as is

7)

A. abstinence from

B. acceptance of

C. the consumption of

D. indulgence in

E. Correct as is

8)

A. senility

B. passion

C. magnificence

D. longevity

E. affability

Now. Rewrite the above paragraph correctly.

1.6. Advanced Paragraph Correction Worksheet 6

Read the passage below. Then answer questions about errors in the passage.

Jerry was recently informed of an upcoming test in statistics, which is a required portion of his 1) Ph.D. curriculum although hearing about the upcoming test, Jerry has acted 2) passionate and uninterested in social activities. This behavior is an aberration for 3) him, he is normally quite gregarious and ebullient. 4) All his friends concur that his recent behavior has some 5) correlation with the exam. Everybody has tried to evoke some of his normal 6) despair, but to no avail. His behavior is very disconcerting. 7) They seem that efforts to bring out his usual exuberance only exacerbate his malaise. I believe the only antidote to 8) Jerrys uncharacteristic behavior to be unmitigated success on his statistics exam.

1)

A. curriculum. While

B. curriculum. Rather than

C. curriculum. Since

D. curriculum. Before

E. curriculum. However

F. Correct as is

2)

A. aloof

B. abandoned

C. dissociated

D. disinterested

E. disparate

F. Correct as is

3)

A. him he

B. him: he

C. him; he

D. him - he

E. Correct as is

4)

A. His friends

B. His friends all

C. All of his friends

D. All of the above are correct

E. Both A and B are correct

F. Both A and C are correct

5)

A. corelacion

B. correlasion

C. correllation

D. correllasion

E. Correct as is

6)

A. conviviality

B. negligence

C. austerity

D. diffidence

E. ostentation

F. Correct as is

7)

A. Our efforts, they seem

B. It seems that efforts

C. It seems that efforts only

D. It seems the only efforts

E. Seemingly the efforts

F. Correct as is

8)

A. Jerries

B. Jerry's

C. Jerrys'

D. Correct as is

Now. Rewrite the above paragraph correctly.

1.7. Advanced Paragraph Correction Worksheet 7

Read the passage below. Then answer questions about errors in the passage.

The view of star formation offered by the Spitzer Space Telescope is one of 1) disruption through the telescope's lens, it can be seen that the creation of a star disrupts nearby space. The Spitzer Space 2) Telescope launched in 2003 contradicts the widely held 3) thinking that mellifluous gas clouds gracefully 4) provide the creation of new stars. Early models of star 5) making concentrated on the evolution of isolated stars, whereas recent models have recognized that stars 6) interact with the other in their stellar neighborhood. The relative 7) low count of the stars 8) were attributed to the turbulence that these processes bring to the heavens.

1)

A. disruption.

B. disruption:

C. disruption,

D. disruption -

E. Correct as is

2)

A. Telescope, launched in 2003

B. Telescope launched in 2003,

C. Telescope, launched in 2003,

D. All of the above are correct

E. Both A and C are correct

F. Both A and B are correct

3)

A. idea

B. plan

C. pact

D. secret

E. Correct as is

4)

A. manage

B. facilitate

C. hinder

D. mollify

5)

A. beginning

B. life

C. history

D. formation

E. adaptation

F. gazing

6)

A. interact with one other

B. interact with one another

- C. interact with each another
- D. All of the above are correct
- E. Both A and C are correct
- F. Both and C are correct

7)

- A. paucity
- B. abundance
- C. plethora
- D. discrepancy
- E. few
- F. finality

8)

- A. can to be attributed
- B. are being attributed
- C. can be attributed
- D. able to attributed
- E. Correct as is

Now. Rewrite the above paragraph correctly.

1.8. Advanced Paragraph Correction Worksheet 8

Read the passage below. Then answer questions about errors in the passage.

The atom is the basic building block of matter. One interesting aspect of the atom is its spatial composition. 1) Surprisingly, it is largely built from empty 2) space its nucleus made of protons and neutrons, 3) makes up only about a billionth of the atom itself. Another surprising aspect of the atom is its structure. 4) Because most of us maintain a mental model of the atom's nucleus being orbited by discrete electrons, the 5) reality is way different than that traditional depiction. Scientists now prefer to describe the movement of electrons around the nucleus as a so-called 6) "wave-pattern cloud. In addition, models predicting the placement of electrons within the cloud 7) is described as one probability among many, 8) instead than depicting planet-like electrons orbiting a sun-like nucleus.

1)

A. made from

B. composed of

C. designed of

D. been calculated by

E. a product of

2)

A. space, it's nucleus

B. space. it's nucleus

C. space - it's nucleus

D. space - its nucleus,

E. space: its nucleus,

3)

- A. creates
- B. comprises
- C. establishes
- D. produces
- E. Correct as is

4)

- A. However
- B. Instead
- C. Although
- D. Conversely
- E. Even if

5)

- A. reality much more sophisticated than
- B. reality is not nearly as close to
- C. reality differs considerably from
- D. actuality is not so simple as
- E. fact is not as clear as

6)

- A. "wave-pattern cloud".
- B. "wave-pattern cloud."
- C. wave-pattern cloud?"
- D. "wave-pattern cloud,"
- E. "wave-pattern cloud!"

7)

- A. are now being described

B. are now a figure

C. now are described

D. describe

E. Correct as is

8)

A. rather than

B. notwithstanding

C. instead of

D. however

E. Both A and B are correct

F. Both A and C are correct

Now. Rewrite the above paragraph correctly.

1.9. Advanced Paragraph Correction Worksheet 9

Read the passage below. Then answer questions about errors in the passage.

Urban planners in 16th century Shibam, Yemen created a walled city, now dubbed 1) Manhattan of the desert Their city 2) is composed of 500 buildings, ranging from five to eight stories in 3) height. Structures erected by wealthy families during the Middle Ages in 4) Ireland Scotland France Spain and Greece also reached heights of several stories. These buildings are thought 5) to be constructed upwards in order to 6) run off marauders. Today's urban planners anticipate a 7) mile-high-skyscraper to be constructed in the near future. A British engineering company is reportedly in the process 8) to design such an immense tower now.

1)

- A. "Manhattan of the desert".
- B. "Manhattan of the desert."
- C. The Manhattan of the desert.
- D. Manhattan of the desert.
- E. Correct as is

2)

- A. was
- B. were
- C. will be
- D. is going to be
- E. has been

3)

- A. hieght
- B. width
- C. length
- D. Correct as is

4)

- A. Ireland, Scotland, France, Spain, and Greece
- B. Ireland, Scotland, France, Spain and Greece

C. Ireland; Scotland; France; Spain; and Greece

D. Both A and B are correct

E. Both B and C are correct

5)

A. to have constructed

B. to had been constructed

C. to have been constructed

D. to has been constructed

E. Correct as is

6)

A. thwart

B. mollify

C. trick

D. enrage

E. engage

7)

A. mile-high skyscraper

B. mile of high skyscraper

C. skyscraper of a mile high

D. mile high-skyscraper

8)

A. to design

B. of designing

C. to designing

D. about designing

E. Correct as is

Now. Rewrite the above paragraph correctly.

1.10. Advanced Paragraph Correction Worksheet 10

Read the passage below. Then answer questions about errors in the passage.

Almost two 1) thousands of years after being 2) baried by falling ash from a two-day volcanic eruption, Pompeii reveals fascinating details about 3) day to day life in the Roman Empire. 4) Pompeii's population roughly 20,000 inhabitants practiced several religions. This is evidenced by temples dedicated to the Egyptian goddess Isis, as well as the 5) presense of Jews and worshipers of Cybele (called the "Great Mother" by her followers). Pompeii's citizens practiced all of these religions in apparent peaceful coexistence with followers of the state religion, 6) but worshipped Jupiter and the Roman 7) emperor they led astonishingly long lives, assisted by doctors and dentists, and 8) were very well educated.

1)

- A. centuries
- B. decades
- C. millennia
- D. lifetimes

E. Correct as is

2)

A. buried

B. baryed

C. buried

D. buryied

E. beried

3)

A. day-to-day life

B. day today life

C. daily life

D. Correct as is

E. Both A and C are correct

4)

A. Pompeii's population, roughly 20,000 inhabitants

B. Pompeii's population roughly 20,000 inhabitants,

C. Pompeii's population, roughly 20,000 inhabitants,

D. Correct as is

5)

A. present

B. presents

C. presence

D. precence

E. Correct as is

6)

A. which

B. what

C. and

D. who

E. so

7)

A. emperor. They

B. emperor; they

C. emperor - they

D. emperor, they

E. Correct as is

8)

A. were really well

B. to our surprise, well

C. to everyone's surprise, well

D. were super

E. Correct as is

Now. Rewrite the above paragraph correctly.

(Source: all above information are from englishforeveryone.org)

Advanced Paragraph Correction Answer Key

Worksheet 1

1. C
2. B
3. B
4. A
5. A
6. B
7. A
8. B

Worksheet 2

1. A
2. D
3. B
4. D
5. B
6. D
7. E
8. A

Worksheet 3

1. B
2. A
3. C
4. C
5. A
6. A
7. D
8. D

Worksheet 4

1. A
2. C
3. D
4. B
5. B
6. B
7. F
8. D

Worksheet 5

1. C
2. B
3. A
4. E
5. E
6. F
7. A
8. D

Worksheet 6

1. C
2. A
3. C
4. D
5. E
6. A
7. B
8. B

Worksheet 7

1. A
2. C
3. A
4. B
5. D
6. E
7. A
8. C

Worksheet 8

1. B
2. E
3. E
4. C
5. C
6. B
7. D
8. A

Worksheet 9

1. B
2. A
3. D
4. D
5. C
6. A
7. A
8. B

Worksheet 10

1. C
2. C
3. E
4. C
5. C
6. D
7. A
8. E

Section 2: Advanced Question Response Writing Worksheets

In these writing practice worksheets, students practice reading and writing in these exercises. Each worksheet asks a question that students must try to answer. Example answers are provided for students to read and model their answer after.

2.1. Advanced Question Response - A Great Accomplishment

Try to answer the question below.

When was the last time you accomplished something great? Explain.

Example Answer

The last time I accomplished something great was when I climbed Mt. Kilimanjaro. It was brutal. It is the highest mountain in Africa. Its peak reaches over 19,000 ft. About half way through the climb, I did not think I was going to make it to the top. However, my guide kept urging me along, and the climb was finally over after eight days. Reaching the summit was magical. I felt like I had truly accomplished something great.

Now. Write in the space below your own answer to the Advanced Question Response given above.

2.2. Advanced Question Response - The Most Exciting Thing

Try to answer the question below.

What is the most exciting thing you have ever done? Explain.

Example Answer

The most exciting thing I have ever done was ride the “Viper” roller coaster at a theme park in California. It was the first time I had ever ridden a roller coaster and I was very excited and nervous. I remember how fast my heart was beating as the coaster started its long ascent to the very top. Then, we came plummeting down in a series of twists and turns that made me feel like I was flying. It was very exciting, and I have loved roller coasters ever since.

Now. Write in the space below your own answer to the Advanced Question Response given above.

2.3. Advanced Question Response - Oldest Memory

Try to answer the question below.

What is the oldest memory you have? Explain.

Example Answer

The oldest memory I have is of when I was about four years old. I remember playing with my pet dog in the driveway of my old house. I loved that dog. She was a German Shepard named “Coma”. We called her Coma because she slept so heavily, it seemed as though she were in a coma.

Now. Write in the space below your own answer to the Advanced Question Response given above.

2.4. Advanced Question Response - The Most Productive Day of the Week

Try to answer the question below.

What is the most productive day of the week for you? Why?

Example Answer

The most productive day of the week for me is Wednesday. On Wednesday, I feel most ready to work. I already know what I will be working on by then, so I can start immediately upon arriving to work. In addition, I do not have to pick my kids up

from school on Wednesdays. That means I can stay an extra hour or two to tie up loose ends if necessary.

Now. Write in the space below your own answer to the Advanced Question Response given above.

2.5. Advanced Question Response - An Interesting Person

Try to answer the question below.

Have you met anyone exceptionally interesting lately? Why was he or she so interesting?

Example Answer

I once met a professor of languages and literature who could talk to anyone about anything. He was able to talk to scientists about science, to electricians about electricity, and to students about any topic they brought up. He was an extremely attentive individual. When people were with him, they felt like they were important and interesting.

Now. Write in the space below your own answer to the Advanced Question Response given above.

2.6. Advanced Question Response - What Have You Built?

Try to answer the question below.

Have you ever built anything before? If not, what would you like to build?

Example Answer

Yes, I have built several things. Last month, my dad and I built a bookcase together. My dad is a perfectionist, so he planned how we were going to put it together. He also measured the wood. I cut the boards to the correct size, and we assembled it together. Next month, we are planning to build a chest of drawers for my sister.

Now. Write in the space below your own answer to the Advanced Question Response given above.

[illegible]

2.7. Advanced Question Response - What You Like to Read

Try to answer the question below.

Have you read any good books lately? What kind of books do you like best?

Example Answer

I really enjoy reading science fiction. Science fiction stretches my imagination. The characters are usually ordinary people in extraordinary circumstances. Although the situations are fictional, the reactions of the characters are realistic. Science fiction is a different way of looking at reality.

Now. Write in the space below your own answer to the Advanced Question Response given above.

[illegible]

Section3: Advanced Writing a Formal Argument Worksheets

In these advance writing practice worksheets, students practice writing and reading in these exercises. Each worksheet asks students to perform a persuasive writing exercise according to examples and instructions. Example answers are provided for students to read.

3.1. Advanced Writing a Formal Argument- Five Dollars or a Lottery Ticket?

Answer the question below using a formal argument. In a formal argument, you must

- 1) State your position.
- 2) Provide point(s) that support your position.
- 3) Support each point with specific reasons/examples.

Which is better: five dollars or a lottery ticket?

Example Answer

A lottery ticket is better than five dollars. You cannot buy much with five dollars. For example, you can buy a hamburger for five dollars. A hamburger may be nice for now, but you will be hungry again later. On the other hand, a lottery ticket may be worth millions of dollars. It is enough to feed you for the rest of your life.

Now. Write in the space below your own answer to the Question of Advanced Writing a Formal Argument given above.

Rough Draft

Final Draft

3.2. Advanced Writing a Formal Argument – “The Most Important Word”

Answer the question below using a formal argument. In a formal argument, you must

- 1) State your position.
- 2) Provide point(s) that support your position.
- 3) Support each point with specific reasons/examples.

What is the most important word in the English language?

Example Answer

The most important word in the English language is “friend”. This word is important because it is used to describe the connection between two people when they share respect or affection. Respect and affection must be shared between people in order for us to survive and live in harmony. In addition, respect and affection is a great feeling to have, so it must be important to share.

Now. Write in the space below your own answer to the Question of Advanced Writing a Formal Argument given above.

Example Answer

I agree with the statement above; eating piece of fruit each day is the most important step we can take toward good health. The vitamins in a piece of fruit can stave off the common cold and improve your eyesight. The fructose in a piece of fruit can increase alertness and provide enzymes that aid digestion. On the other hand, an apple, no matter how nutritious, cannot keep you from falling down and breaking a bone. Therefore, it does not actually keep the doctor away, but it makes the doctor visits less frequent.

Now. Write in the space below your own answer to the Statement of Advanced Writing a Formal Argument given above.

Rough Draft

Final Draft

3.4. Advanced Writing a Formal Argument – Too Many Cooks

Argue for or against the statement below using a formal argument. In a formal argument, you must

- 1) State your position.
- 2) Provide point(s) that support your position.
- 3) Support each point with specific reasons/examples.

Too many cooks spoil the broth.

Example Answer

I disagree with the statement above; I think a better product results when more people have input into its design. After all, some of our greatest inventions have come because of a collaborative effort. For example, the production of a car is the result of the collaborative expertise of mechanics, engineers, chemists, metallurgists, and even sales people who have contact with the buyers.

Now. Write in the space below your own answer to the Statement of Advanced Writing a Formal Argument given above.

Rough Draft

Final Draft

Now. Write in the space below your own Formal Argument on any one of the following Statements or proverbs:

A bird in the hand is worth two in the bush.

It is risky to sacrifice one thing or accomplishment, which has been attained, for the uncertain hope of gaining more.

Birds of a feather flock together.

Like-minded people associate together, as do birds of the same species.

The early bird catches the worm.

The one who rises early and is diligent reaps the rewards; the lazy may not find many rewards.

The straw broke the camel's back.

When one is close to one's limits (of strength, tolerance, endurance, patience, etc.), an otherwise insignificant thing can surpass these limits and cause disaster.

When the cat is away, the mice will play.

Those in charge do not see what their "underlings" do in their absence; the powerful know not what goes on behind their backs. Act when the opportunity presents itself.

All cats appear grey in the dark.

Darkness obscures distinguishing visual features, so that one may be easily mistaken / fooled. Under certain conditions, we all appear the same.

Do not count your chickens before they hatch.

One cannot rely on expectations or assumptions; it is better to only rely on what is certain.

Curiosity killed the cat.

Too much curiosity can cause one to abandon caution and encounter unseen danger.

Curses, like chickens, come home to roost.

Once uttered, words cannot be taken back; one's ill words may come back to cause one trouble.

He, who lies down with dogs, rises with fleas.

One who associates with people of bad character or habit are likely to pick up bad attitudes and habits.

Let sleeping dogs lie.

Do not stir up trouble when all is calm.

There are plenty more fish in the sea.

Don't be discouraged if you don't get the one you want -- others are available.

What is good for the goose is good for the gander.

People should be treated equally, regardless of their gender.

Do not change horses in the middle of the stream.

Changing one's mind in the middle of a task or event will cause more problems than if the task/event had been thought through beforehand.

Do not look a gift horse in the mouth.

Do not complain about the quality or newness of a gift.

[A horse's age can be judged by the condition of its teeth.]

You can lead a horse to water, but you cannot make him drink.

One may suggest something to another, but cannot force the other to do what he does not wish to do.

It is too late to close the stable door after the horse has bolted.

It is too late to protect yourself after something bad has happened; take appropriate precautions.

March comes in like a lion, and goes out like a lamb.

The weather during March 1 is typically wild and windy, but by the end of March, all is calm.

Rough Draft

Final Draft

Section 4: Advanced Business Letters Writing

This section will help you write business letters required in many different situations. Business letters are written for making **enquiries**, registering **complaints**, asking for and giving information, **placing orders and sending replies**.

4.1. Format for Advanced Business Letter Writing

Sender's Address

.....
.....
.....

Date: / / 2017

Addressee's Address

.....
.....
.....

Sir, / Dear Sir

Sub. : _____ (maximum 6 words)

This is

Yours truly / sincerely

Signature

Name in capital letters

Encl.: if any

Remember to:

1. Leave a line after
 - a) Sender's Address
 - b) Date
 - c) Addressee's Address
 - d) Sir
 - e) Subject
 - f) Body of letter
2. Write the spelling of *sincerely* correctly. Remember that it begins with a small s.
3. Write the subject clearly in just six words. E.g. Complaint about Whirlpool Washing Machines / Water Scarcity in Vasant Kunj etc.
4. Add thanking you, only if a request has been made.
5. Mention in your letter any document enclosed with the letter.
6. If you know the person (the Principal), end the letter with 'Yours sincerely'. If you do not know the person (editors, publishers etc.) end with 'Yours faithfully' or 'Yours truly' (Avoid using Yours respectfully, obediently etc.)
7. Some Useful Hints in Advanced Business Letters Writing
 - i) Quoting reference number if any,
 - ii) Purpose / complaint / argument etc.
 - iii) Polite tone

4.2. Sample Advanced Business Letters Writing

4.2.1. Enquiry

You are Megha Chandra of class XII of St. Peter School, Pitampura, Delhi. Write a business letter to the Manager of Book World, RK Puram, New Delhi inquiring about the availability of few books you need for your school library. Write as secretary of your school library.

St. Peter's School
Pitampura, Delhi
Email : meghachandra@yahoo.com

17 October 2016

The Manager
Book World
RK Puram, New Delhi

Sub. : Inquiry Regarding availability of required books

Sir,

We are in need of some books for our school library. I wish to inquire if those books are available at your prestigious store.

We would like to purchase two copies of each of the following books

- | | | | | | |
|------------|-----------|--------------|-----------|--------------|-----------|
| 1. English | Class XII | 2. Math | Class XII | 3. Physics | Class XII |
| 2. History | Class XII | 5. Economics | Class XII | 6. Chemistry | Class XII |

Kindly reply as soon as possible at the above mentioned address. Also, please send the latest catalogue mentioning new arrivals and discounts extended.

Thanking you

Yours sincerely
Megha Chandra
(Secretary, School Library, Class XII)

Now. Judith Public School Pune has recently introduced Diploma Course in Lab Technology under vocational stream. The prospects of this course are not clear to your mind. Write in the space below a business letter to the Principal of the school inquiring about the future prospects of this course and requesting him to send a prospectus, if any,. You are Chaman/Chanchal 25, Ashirwad Appartment., Kolahpur.

Sender's Address

.....
.....
.....

Date: / / 2017

Addressee's Address

.....
.....
.....

Sir, / Dear Sir

Sub. : _____

4.2.2. Complaint

You are Bhawna of Class XII of Tejas International School, Vijay Nagar, Bulandshahar. Write a letter to the Manager of the sports Store, Meerut, complaining about a defective sports watch you purchased from their store. Write as a Sports Secretary of your school.

Tejas International School
Vijay Nagar,
Bulandshahar
Email : bhawna1234@yahoo.com

27 August 2017

The Manager
Sports Store, Meerut

Sub. : Defective stopwatches purchased on 13 October 2016

Sir,

I am writing this to express my extreme displeasure at the quality of the watches I purchased from your store two days ago.

As soon as I reached the school and opened the packet, I realized that two of the four watches I had purchased were not working. The third one has started giving trouble since yesterday.

The button to stop is quite stiff. Obviously, I am deeply disappointed at this purchase. Our school's sport meet is on the anvil wherein these watches are needed urgently.

I was not able to check those watches properly on the day of purchase as I was in hurry. However, the salesperson had advised me to buy them and I had trusted him. I do hope that you would show me some consideration and either repair or replace these stopwatches.

Thanking you

Yours sincerely
BHAWNA
(Sports Secretary)

Now. You are Renu/Ravi, 21, Kasturba Nagar, Adyar Chennai. An open and well-maintained park meant for the children and residents of your area would soon be covered into a shopping complex. Write a letter to the Commissioner, Municipal Corporation, Chennai, requesting him not to disturb the park, which is the only open space in your area.

Sender's Address

.....
.....
.....

Date: / / 2017

Addressee's Address

.....
.....
.....

Sir, / Dear Sir

Sub. : _____

4.2.3. Reply to ‘Placing an Order’

You are the Manager of Vats Sports Company. Write a reply to the above letter stating your quotation for the enquiry made therein.

Mss. Vats Sports Company
23, Hapur Road, Meerut

30 August 2017

The Sports Secretary
Jagjiwan Memorial School
12/100, Patparganj, Delhi

Sub. : Delay in the delivery of the Items

Sir,

With reference to your letter dated 27 August 2017 this is to inform you that two of the goods you had ordered i.e. footballs and cricket bats are presently not in stock. However, we shall be getting those items in a couple of days' time. This would delay the delivery of goods for just two days. The inconvenience caused to you is regretted. Please rest assured of the quality and excellent packing of goods.

Thanking you

Yours truly
Rajat Jain
(Manager)

Now. Write in the space below a letter to the Manager (Publication) of Little Flower Company, Hyderabad placing an order for 4 books on Management and Administration recently published by them. You are Rohit / Rohini, Librarian. H.P. Engineering College, Tirupathi

Sender's Address

.....
.....
.....

Date: / / 2017

Addressee's Address

.....
.....
.....

Sir, / Dear Sir

Sub. : _____

Other Samples of Business Letters with Comments

Comment

This letter attempts to use correct business letter format; however, some elements are omitted. The task is poorly communicated and, at times, lapses in the use of Standard English impede meaning. This letter includes some of the necessary details

PO Box 0608
BC Health Sciences Centre,

Vancouver,

BC V3T 2Y5

Dear Dr. Johnson this is Leslie Sign writing to you and I just want to say thanks for giving me and all my students that wonderfull grant information on bacteria.

I would also like to ask you some questions about how to protectes yourself from the flu because just last week an my students had the flu and I taught them everything told me so I was just wondering where it all went wrong.

I remembered how you told me that you can get bacteria from your hands and nose and I remember you told me its always important to wash your hands so I told me class this but for some reason they thought it was a good idea when go to washroom to wash your hands and nose.

What I'm trying to point out here is maybe when my student were washing there hands and then nose they have been just spreading the bacteria to there hands all over again.

Anyways I'm just hoping that by telling you this maybe you could give me some more information that I might have not known at the time.

Whenever you get the time please write back to me because I would like to see your insights on this question.

Yours truley,

Leslie Sign

Comments

This letter attempts to use correct business letter format; however, some elements are omitted. While most of the necessary details are present, there are lapses in the use of standard English. This letter is minimally acceptable.

Leslie Singh
P.O. Box 1234;
Kamloops. BC V4S 3EG

Dr. Johnson.
Section Head of Infection Control.
P.O. Box 0608. BC Health Science Center,
Vancouver, BC V3T 2Y5

Dr. Johnson

Thank you for the interview, I have used all the information you have given to me for my handout.

I found that by washing hand can help from prevonting spread of bacteria is very interesting and how hygiene is very important.

I would love to learn more about other common diseases and virus, if you are available for another interview. Sincerely.

<signature> Leslie Singh

Comment

This letter attempts the correct use of business letter format; however, some elements are omitted. All necessary details are present; however, the writing is weak, simplistic and the tone is informal.

Dr. Johnson
B.C Health Sciences Centre
P.O. Box 0608
Vancouver B.C
V3T 2Y5

To: Dr. Johnson

RE; Interview thanks

I would like to thank you Dr. Johnson for letting me have the interview with you a couple days ago. I learnt so many new things about how I can prevent myself and others by getting a cold or the flu. The thing I found most interesting was how after I use a public bathroom, to turn of the tap and open the door using a paper towel. I used all your information by setting up a poster & notice for my grade 12 class. I have used all the techniques every day since you and I met and I feel alot cleaner and healthier. Thank you very much Dr. Johnson!

Sincerely, Leslie Singh <signature>

P.O Box 1324
Kamloops B.C
V4S 3E6

Comment

Although this multi-paragraphed letter shows the correct use of business letter format, the body of the letter lacks some necessary details of the task. The language and tone are appropriate. This is a competent response.

Leslie Singh
Mountain View high School
P.O. Box 1324 Kamloops, B.C.
V4S 3E6

June 23/05

Dr. Johnson
P.O. Box 0608
Vancouver, B.C.
V3T 2Y5

Dr. Johnson:

I would like to thank you for the time you took to teach us more about avoiding colds and flus.

It was very informative and I learned so much more than I knew before.

I plan to use this informatin and let my friends know about it, also thanks again for the interview.

Sincerely,

Leslie Singh

Comment

This letter contains all the necessary information, and uses proper business letter format; however, there are several errors in written expression, and the tense is somewhat informal.

Com 12 class at Mountain View High School

P.O. Box 1324

Kamloops, BC V4S 3E6

June 23 2005

Dr. Johnson, Section Head of Infection Control

P.O. Box 0608

BC Health Sciences Center,

Vancouver, BC V3T 2Y5

Dear Dr. Johnson:

I'm writing this letter to thank you for the interviewed about advoiding colds and flu.

What I found interesting was that, viruses can live at least an hours on surfaces such as door knobs. I remember all the thing you said about how to avoid getting a colds or flu. I even made handouts for my classmates to see.

I thank you once again. Your information has been really helpful. Thank for taking your time to tell me how to advoid the colds and the flu.

Yours truly,

<signature>

Leslie Singh

Comment

This letter is well written and contains most of the necessary details; however, it is missing an important element of correct business letter format (date) and the sendere's address is given in wrong position. Language and tone demonstrate an understanding of content, audience and purpose.

Dr. Johnson, Section head of Infection Control BC Health Sciences Centre
P.O. box 0608 Vancouver, BC V3t 2y5

Dear Dr. Johnson:

I would sincerely like to thank you for the information pertaining to colds and flu you gave me by way of an interview you granted me. The information was invaluable, and was very helpful in the creation of the cold and flue awareness pamphlet I made. I have enclosed a copy. As you are probably aware, cold and flu infection plays havoc on the student population, resulting in massive numbers of absent students. Hopefully now, the pamphlet will be able to help students protect themselves from the common cold.

Thank you again for your invaluable assistance. Most respectably

Leslie Singh

Post script: please feel free to reproduce that pamphlet and distribute said reproductions as you see fit.

Leslie Singh
C/o Mountain View High School
P.O. box 1324
Kamloops, BC
V4s 3e6

Comment

This letter shows full and correct use of business letter format. The task is identified and communicated effectively despite minor errors in writing conventions. The language and tone does demonstrate a clear understanding of audience and purpose.

Leslie Singh
P.O. Box 1324
Kamloops, BC
V4S 3E6
Sept 12, 1999

Dr. Johnson
Section Head of Infection Control
P.O. Box 0608
BC Health Sciences Centre
Vancouver, BC
V3T 2Y5

Dear Dr. Johnson:

I am Leslie Singh and I am writing in reference to our interview about preventing colds and flus.

I would like to thank you for taking the time to teach me how to prevent colds and flus. I had a great time interviewing you and was most surprised to learn that bacteria like dampness.

Thanks to your information, I made up a flyer about how to prevent colds and gave it to my communications 12 class at Mountain View high school. My teacher has greatly come to appreciate the interview that took place and so am I.

Thank you very much for your time and if you learn of any new information about how to prevent colds and flus call me at the schools number 856-0225 during school hours or at my email address LS-fun at hotmail.com. Thanks

Sincerely yours,

<signature>

Leslie Singh

Comment

This letter shows full and correct use of business letter format. The task is identified and communicated effectively. This paper contains minor errors in writing conventions and spelling. The tone and language are suitable for the particular audience.

Leslie Singh
Mount View High School
1324, Kamloops
V4S 3E6

June 23/2005

Dr. Johnson
Health Science Centre
0608 Vancouver, BC
V3T 2Y5

Dear Dr. Johnson:

I am writing this letter of thank you to inform you you've a done a good thing. Since your interview children have been creating amd sharing handouts on the subject of health. I feel this will encourage children to always wash their hands.

Not only have I noticed more children washing their hands, but also encouraging others into the habit. There has also been a drastic change in absentees due to illness since your visit.

I am truly thank you for demonstrating such good examples for these chidren. I hope to see you in the future for a follow up interview. Thank you again, from the children and I.

Yours truly, <signature>

Comment

This letter shows full and correct use of business letter format. The task is identified and is written in a clear and well organized fashion. Minor writing errors are evident but do not impede the purpose of the letter.

P.O. Box 1324,
Kamloops, B.C.
VY5 3E6

23 6 2005

Dr. Johnson
Section Head of Infection Control
P.O. Box 0608,
B.C. Health Sciences Centre
Vancouver, B.C.
V3T 2Y5

Dear Dr. Johnson:

I am a member of the communications 12 class at Mountain View High School. I am wrighting you a letter of thanks for coming to our class room and letting us interview you.

When I was interviewing you I found that washing the backs of your hands, around your fingernails, under your rings, and the palms of your hands was the most interesting. Also makeing sure your hands are completley dry because damp hands give bacteria an ideal environment.

I used the information to do an artical for my classmates and for myself to prevent colds and flues.

<signature>

Sincerely Leslie Singh

Comments

This letter shows full and correct use of business letter format. The task is identified and communicated effectively. This paper shows a strong grasp of audience and purpose.

Leslie Singh
PO Box 1324, Kamloops, B.C.
V4S 3E6

June 23/05

Dr. Johnson, Section Head of Infection Control,
PO Box 0608, B.C. Health Sciences Centre, Vancouver, B.C. V3T 2Y5

Dear Dr Johnson:

I am writing I regards to our interview when I acquired information about avoiding colds and flus. I simply wished to thank you for all of the valuable information you have supplied me with. I'm almost positive I will not be sick for quite some time.

The one thing that interested me most was the fact that you can contract germs from practically anything you touch, especially in public places. Everytime I go out I wash my hands so the things I touch won't infect oters when they touch the same door or object. I keep my hands away from my face while I'm out and then wash them when I get home or if I go to the public washroom. I also remind myself to not touch the sink or door after washing my hands in a public washroom as that could re-infect my hands. Thank you so much for our interview, it has helped me very much

Yours truly,

<signature> Leslie Singh

Comment

This letter shows full and correct use of a business letter format. The task is identified and communicated effectively with a strong introduction and closing statement. There are a few mechanical errors but these do not impede meaning.

P.O. Box 1324
Kamloops, B.C.
V4S 3E6

June 23, 2005

Dr. Johnson
Section head
Infection Controle
P.O. Box 0608
B.C. Health Science Centre
Vancouver, B.C.
V3T 2Y5

Dear Dr. Johnson:

I am writing on behalf of the entire communications 12 class at Mountain View High School to thank you for your time in wich you let me interview you on prevention of colds and flu. We found it very helpful.

Befor our interview I did not know that wet hands could cause you to have more bacteria then you started with.

We found that very interesting.

After our meeting I made a printout of ways to avoid colds and flu and gave them out to all of my class mates. They have all tried it and no one has been sick in weeks.

Thank you so much Dr. Johnson for all of your help. I hope to visit again.

Sincerely,

<signature>

Leslie Singh

Comments

This letter shows full and correct use of business letter format. The task is clearly identified. Language and tone demonstrate a solid understanding of task and audience. This paper provides a clear example of one that fits well into the upper range of the six point scale.

Mountain View HighSchool
P.O. Box 1324
Kamloops, B.C.
V4S 3E6

June 23rd 2005

Dr. Johnson
Section Head of Infection Control
B.C. Health Sciences Centre
P.O. Box 0608
Vancouver B.C.
V3T 2Y5

Dear Dr. Johnson

My name is Leslie Singh and I interviewed you at Mountain View highschool about how to avoid catching and spreading colds and flus. This is a letter of gratitude to thank you for teaching me the necessary details I needed to complete my handout.

The handout has been very successful in teaching kids some of the basic things you can do to avoid catching and spreading colds and flus. I had no idea about drying your hands with a towel or paper towel, otherwise air drying can lead to pathagen build ups that spread colds and flus faster.

This information was greatly appreciated and I thank you for taking to the time out to come and talk to me.

Yours sincerely,

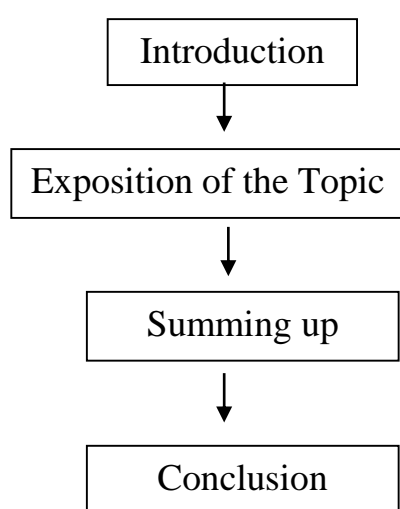
<signature>

Leslie Singh

Section 5: Advanced Speech Writing

There is subtle difference in writing a speech as compared to an essay. The speech begins with a formal salutation to the Chief guest(s) fellow speakers and the audience. The most challenging task before the speaker is to make the audience interested. A speech also ends with a note of thanks to the audience in the end. Now let us check out the basic structure of a speech.

5.1. Format of an Advanced Speech Writing



Now, let us understand each of the components of a speech in detail.

Introduction

- ✓ You could start with a striking pre-speech note to interest your audience.
- ✓ You could also refer to some recent issue that affects the audience, an anecdote or a story or historical reference could give you a good beginning.
- ✓ The next step is to greet the Chief Guest(s) fellow speakers and the audience.
- ✓ Specify that occasion of the speech.
- ✓ Announce the topic of your speech.

Exposition of the Topic

Build up a sequence of ideas

To support your ideas, look for most relevant examples, evidences or data. Draw up arguments for and against the topic. Advantages, disadvantages etc.
Present your evidence in an interesting way. Paint verbal picture, personalize it or dramatize it.

Summing up

Summarize the most important points in your speech but **DO NOT REPEAT THEM**

Conclusion

Depending on the purpose of your speech, conclude with a call for action, an appeal, a warning, a request or an expression of thanks.

General Outline Format for all Speeches



You can use this general outline format for all speeches. Throughout the year, we will adjust this template slightly for the individual speeches we write, but all of them are a variation of this basic format.

Introduction of Speech

I. Attention Device Opener-Question, Statistic, Example, Story, to grab audience's attention

II. Central Idea- The main idea of your speech that is integrated into your introduction.

III. Specific Purpose-To explain (inform, persuade, show, etc.) your topic with three main points that will become the body of the speech.

Body of Speech

I. First Main Point – Write a sentence explaining what your first point is.

- A. Story, statistic, research, reference, etc. about first main point.
- B. Story, statistic, research, reference, etc. about first main point.
- C. Story, statistic, research, reference, etc. about first main point.

(Transition Statement –Use your last point to transition to the Second Main Point)

II. Second Main Point: Write a sentence explaining what your second point is.

- A. Story, statistic, research, reference, etc. about second main point.
- B. Story, statistic, research, reference, etc. about second main point.
- C. Story, statistic, research, reference, etc. about second main point.

(Transition Statement: Use your last point to transition to the Third Main Point)

III. Third Main Point: Write a sentence explaining what your third point is.

- A. Story, statistic, research, reference, etc. about third main point.
- B. Story, statistic, research, reference, etc. about third main point.
- C. Story, statistic, research, reference, etc. about third main point.

(Transition Statement – Now make a transition to the Conclusion)

Conclusion of Speech

I. Review of Main Points: Recap your speech in a concise but creative format.

II. Final Thought: This should be a meaningful statement that will stick with your audience and give closure.

5.2. Samples of Advanced Speech Writing

5.2.1. A recent health check-up in your school revealed that many among your classmates were suffering from weak eyesight. You feel concerned at it. Write a speech in 150-200 words to be delivered in the morning assembly on “How to Protect Your Eye Sight”. Make use of the following clues:

- * Reading in bad light
- * wrong direction, from which light is coming
- * regular washing of eyes
- * enough sleep
- * bad posture
- * excessive TV viewing
- * eat more green vegetables

PROTECTING EYESIGHT

By Bindia Gupta of XII-C

Good Morning to Revered Principal, teachers and dear friends, good morning to all. I am Bindia Gupta of XII-C and have to speak on some very important topic of Protecting our Eyesight. I will put forth some of the valuable tips in this regard. I hope you will act upon them in the best interest of our health and hygiene.

Eyes are the most precious gift of His Almighty who has enable us to see everything in this world. These add color to our life and smoothen our working in the daily cycle. In case, we show the slightest carelessness, we are likely to fall a victim to one of diseases in our eyesight. A recent health checkup in our school has detected many cases of poor eyesight. In this respect, we can contribute a lot to maintain our eyesight.

In the very first instance, we should wash our eyes at regular intervals and early morning wash is a panacea for us. We should enjoy morning walk with bare foot in the grass. Using green vegetables only accompanied by salad and vitamin ‘C’ add to our power of visibility.

In case we addicted to TV and sit in a bad posture, we are likely to have eye-problem. Dim light and direct rays of the light always put a deep pressure on our eyes. We should avoid and never sit in a wrong direction. In order to give rest to our eyes, we should enjoy proper sleep and cover them with our hands for timely rest.

Thus, these are some of the valuable tips that can help us in saving our precious eyes.

5.3. Other Samples of Advanced Speech Writing

Student-Graduation The Future Is In Our Hands

We stand here today on the precipice of the future. It is not a distant reality anymore. It begins here. It begins today.

We began high school as children, but we are leaving here as adults. We have completed a basic education that will serve as the platform we use to launch ourselves into our futures. Some of us will go on to college, others will go straight into the work force, but each of us will travel our own path.

No matter where we go or what we do, there are challenges ahead of us. What I'm asking from each of you, and from myself, is to meet those challenges straight on with your head held high and your heart wide open. It is not enough to simply try to get by in life. That does not move the world forward. You must try to excel in everything you do; strive for excellence in every task, large or small.

Although it may not be easy to see, every accomplishment you achieve is added to the world's accomplishments. Your individual successes benefit society as a whole because when you succeed, you lighten the burden on your fellow man. When you succeed, you are in a position to give rather than take.

Imagine if every individual lived up to his or her own potential. Think about how amazing that would be, and how much better off the world would be. Now imagine if just half of those individuals lived up to their potential. The world would still be an awesome place. If even 1/4 of those individuals worked to make their lives successful, they could still make some amazing contributions to society.

Well, we may not have the power to inspire the entire world to strive for success, but we do have the power to try to achieve it for ourselves. My challenge to each of you, and to myself, is to do all that you can do to reach your full potential. If each of the (Insert number) students in this graduating class is able to do that, just imagine the effect that would have. The future is truly in our hands, so let us make the most of it.

Thank you.

College –Farewell

A very Good morning to respected dean, doctors and teachers and my dear friends. I am happy that I got a chance to speak to all my friends from college on this occasion. Today as I stand over here and look out to my wonderful friends a smile, crosses my face with a tear in the eye... let you down. Thanks for believing in us and supporting us in everything we did.

Two years ago, our journey started at our college. We were not let down / disappointed. Our professors inspired and challenged us throughout this quest to help us achieve our goals. We worked hard to get where we are today. Together we made it through a stream of midterms and finals, and here we are, down to this very last speech. The strength of our class is very less, but the memories are countless. Strangers to each other we walked in and hand in hand, we walk out from here.

Firstly, the Naughty students of our college would like to apologise with all our hearts to our dear dean, our doctors and our teachers who we have let down many times. Thanks for giving us a chance every time we let you down. Thanks for believing in us and supporting us in everything we did.

Our college has thought us many things. It has taught us to lose and enjoy winning. Taught us to have faith in our own ideas, and to believe in one's self. Taught us to be gentle with gentle people and tough enough to fight the world. It made us learned enough to step into the real world. We would like to thank every member of this institute who has contributed in making a responsible person out of us. Thank you so much.

As we will walk out from here, the college walls bear the story of the most precious years of our life. Our hearts filled with the best memories we could ever make. There were times we laughed, we cried, we screamed with joy. We participated as a team, won together, the feeling of victory, the excitement all these moments we have shared are just priceless.

The feeling of having wonderful people around us is very beautiful. Nevertheless, the pain of moving away from them is even greater. However, as we say everything is a part of life as it goes on.

Graduation day is filled with multi-emotions, you feel elated yet dejected. Happy yet sad, as this will be among the last days we will share with our friends and professors. The feeling will sweep in later as the day concludes and you will wish it never ended. However, all is well that ends well.

As I step down from here, I would like to thank each dear teacher & friend of mine in helping me to make memories that will last a lifetime. Wishing all of you, will a successful and happy life ahead of you will? God bless you all.

A beautiful day ends with hugs once again and promises to keep in touch. Wishes for a good life and luck flies in every corner while tear eyed students part filled with happy memories.

**Graduation Speech - “Keep Going”
Sacred Heart University – BSN Cohort
January 2004**

Graduates, family, friends, faculty and co-workers. It is with great pride that I participate in this event honoring the first Saint Francis graduates of the Sacred Heart University, Cohort BSN completion program.

As Rosemary said, this was my dream, but it was also the vision of Executive Vice President, Richard Moed, who gave an assignment to Marge Freeland, Clinical Nurse Specialist, who was on special assignment at the time. He asked her to survey the literature and all the nursing programs in the country to find new, creative examples of partnerships between hospitals and schools of nursing. The goal was to create an Educational Center of Excellence that would position Saint Francis uniquely to recruit and retain nurses and support those nurses to constantly improve patient care. It wasn't long before Marge Freeland was calling Dr. Rosemary Hathaway and myself saying, “I have found the perfect partner”. Enter Dr. Dori Taylor-Sullivan. Marge and Rosemary were exactly right – the Sacred Heart University School of Nursing lead by Dr. Taylor-Sullivan is cutting edge, they have a superb faculty, 21st century curriculum, lots of creative energy and willingness to be the first to take a risk and try new ideas. It was the beginning of an institutional partnership that I hope will last a long, long time.

Once the vision was shared, many people signed on for the journey. The staff at Saint Francis who developed the financial aid package, the directors of nursing, the nurse managers who re-arranged schedules, the co-workers who covered holes in the schedules, the faculty who did a lot of extra driving, deserve a thank you. Many of those folks from both organizations are here today. PLEASE STAND AND BE RECOGNIZED.

The dream has come true and today we recognize 13 nurses who have completed the requirements for a Bachelor of Science in Nursing Degree.

Aristotle said, “The roots of education are bitter, but the fruit is sweet.”

I am sure there were some long nights, worrying about deadlines, missed family meals, and anxious moments when grades came. Yet, you succeeded! You learned the most important lesson “Get Started and Keep Going.”

Getting started, keeping going, and getting started again...in art and in life, it seems to me, is the essential rhythm not only of achievement but also of survival, of self-esteem, and the guarantee of credibility in your lives, credibility to yourselves as

well as to others. So this rhythm is something I would want each of you to experience not only in your professional life, but also in your emotional, and spiritual lives as well.

Because you got started and kept going, you improved the world around you. Vernetta Soutar, the Nurse Manager of Unit 7-2 (the unit with five students in the Sacred Heart Cohort Program) reports these examples of how some of you improved the world on Unit 7-2:

1. The BSN student project presentation on the cultural views on death improved care of the actively dying patients and for families post death. This is acknowledged in letters received from families and are more collaborative relationship with Hospice services.
2. A multidisciplinary student led taskforce addressed the care of patients with chronic pain. Improved patient satisfaction scores relative to pain management followed.
3. Other student led projects such as better response time to patient call lights, better documentation of physical assessment, and improved holistic care for patients with psychiatric diagnoses are all documented..

An Arabian proverb says: “Strange how much you have got to know, before you know how much little you know”. But you got started, kept going.

As we now go towards the future “keep going.”

Nursing is changing dramatically, as is all health care. The career possibilities are almost limitless.

The crisis of the nursing shortage has focused attention on nursing as never before; attention by the public, by congress, by doctors, administrators, insurance companies, and finally by the media. The public image of the nurse is changing. Television, magazines, and newspapers are paying attention to the contributions made by professional nurses. Nurses are being portrayed, at last, as caring, sophisticated, dedicated, intelligent, independent caregivers.

Patients have told us for years that the reason they come to the hospital is for the nursing care. The most important part of hospitalization is nursing care. We are now listening to that information. Employers are beginning to provide work environments that respect and recognize the contributions made by nurses.

Nursing has gradually begun to incorporate improved practice environments, have authority over nursing practice, be involved in hospital management decision regarding standards of practice, support services, and judicious use of assistive nursing personnel. The empowered nurse of the future will have the confidence, communication skills and knowledge to make the very best nursing decisions.

Collaborative practice with physicians will be accepted, and managing the business of health care will be a comfortable role.

Nurses will continue to teach patients, but the setting will shift to the home or ambulatory setting, rather than the hospital. Teaching will be done in groups and using technology. Outpatient services will continue to increase including more outpatient day surgeries.

Patients will become more powerful and sophisticated in selecting where they receive health care. They will travel farther for specialized, high quality or low cost care. Even though they will pay more of the bill, they will not sacrifice quality for cost.

Technology will continue to expand at an accelerating rate. Many more of our services will become mobile. Technology will also be redirected toward reducing the cost of health care. There will be more precise diagnostic tests and better medicines than ever before. Advances in drug therapy will extend and improve the quality of life.

The business of health care will continue to see competition, both for patients and for nurses. Quality will be the battleground of competition among providers. Increased quality monitors will be created. Quality monitoring by the government will increase with results published to educate the public.

Ethical issues will become more complex, as research and technology produce more questions surrounding quality of life and allocation of resources.

If you expected me to arrive with a set of directions, a complete do it yourself success kit, a clear-cut map of the future and a key to navigating it, you are going to be disappointed. I believe that those directions have to be made through personal discovery; they must be part of each individual's sense of the world. They are to be improvised rather than copied, invented rather than imitated and risked and earned rather than bought into.

“Education, therefore, is a process of living & not a preparation for future living.”

John Dewey

SO, MY ADVICE TO YOU.....

Live Well and Keep Going.

- 1) Build positive environment - Find reasons to celebrate, to spread positive feelings. Greet your co-workers every day. Find positive things to talk about – the work they are doing, and successes or good news about matters of common interest.
- 2) Be enthusiastic – If you consciously spread enthusiasm, it will be more difficult for negative feelings to infect the organization.

- 3) Stay focused – On your goals, both personal and professional. Remember what is important and plan priorities with that in mind.
- 4) Show people you support them.
- 5) Resolve conflicts – Conflicts will always be present. If they are not dealt with promptly and constructively they can easily cost you dearly in time, productivity and cooperation.
- 6) Facilitate open communication – Be open, honest, and thorough in communication.
- 7) Reduce uncertainty - Whenever possible, reduce uncertainty by giving people clear answers about matters that concern them. Provide sufficient information and insight to reduce the negative aspects of the uncertainty.
- 8) Empathize with the irritations of life. Be sensitive and responsive to these issues.
- 9) Remove barriers to task accomplishment for yourself and your team.
- 10) Discuss career development with all staff. Pass on the lessons you have learned. Enable people to discover the wealth of talents they have. Become leaders.
- 11) And most of all **“Keep Going”!**

And so.... PLEASE STAND

Lori Beaudry
Susan Clarke
Deborah DiTomaso
Kathleen Johannis
Pamela Lee
Veronica McCoy
Wendy Morales
Julie Pertillar
Christa Plasczyski
Sharon Rookwood
Deborah Rossi

Angela Sapp
Maureen Tiroletto

I offer my congratulations, my gratitude for your commitment, for challenges conquered, for projects completed, for goals reached, and even surpassed. You, your families, and your friends should be very proud today, and very hopeful, for all the possibilities of the future that are open to you.

Section 6: Advanced Essay Writing

5.1. General Strategies for Advanced Essay Writing

AN ESSAY IS A GROUP OF PARAGRAPHS (usually 5 or more) THAT DEVELOPS ONE MAIN IDEA. THE MAIN IDEA IS BRIEFLY EXPLAINED IN A THESIS SENTENCE AND THEN EXPLAINED IN MORE DETAIL IN THE SUPPORTING PARAGRAPHS.

YOU START WITH AN IDEA: SOME TOPIC YOU WOULD LIKE TO TALK ABOUT OR ONE YOUR TEACHER HAS ASSIGNED.

THE BEST WAY TO START IS TO USE THE TECHNIQUE CALLED **BRAINSTORMING**:

BRAINSTORMING PART 1:

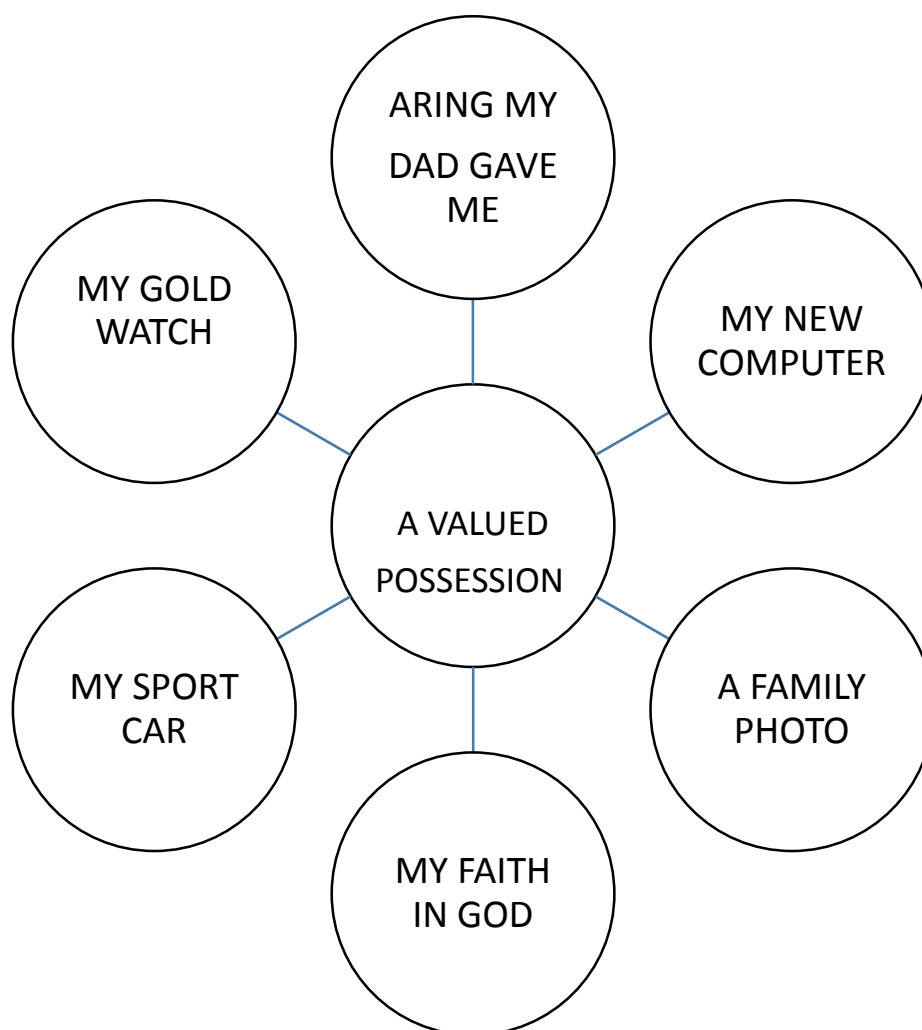
Take out a scrap sheet of paper and quickly write down ALL the words and things you can think of that you may know about the topic. You can make a MAPPING CHART similar to the one on the next page.

EXAMPLE:

John is a student in an English class. He has decided on writing an essay about a topic his teacher gave him. The topic is “**A VALUED POSSESSION.**” John does not have any idea what about to write. BRAINSTORMING will help him.

John uses the mapping chart technique (see next page) and first draws an oval/egg-shaped in the center of the page. Then inside the oval he writes the words “**A VALUED POSSESSION.**” Now John has to really **THINK ABOUT** all the things he values in life. As he does, he realizes there are many things. He draws branches off the center oval and writes each possession down. Now he realizes there are many things he values!

JOHN'S BRAINSTORMING MAPPING CHART

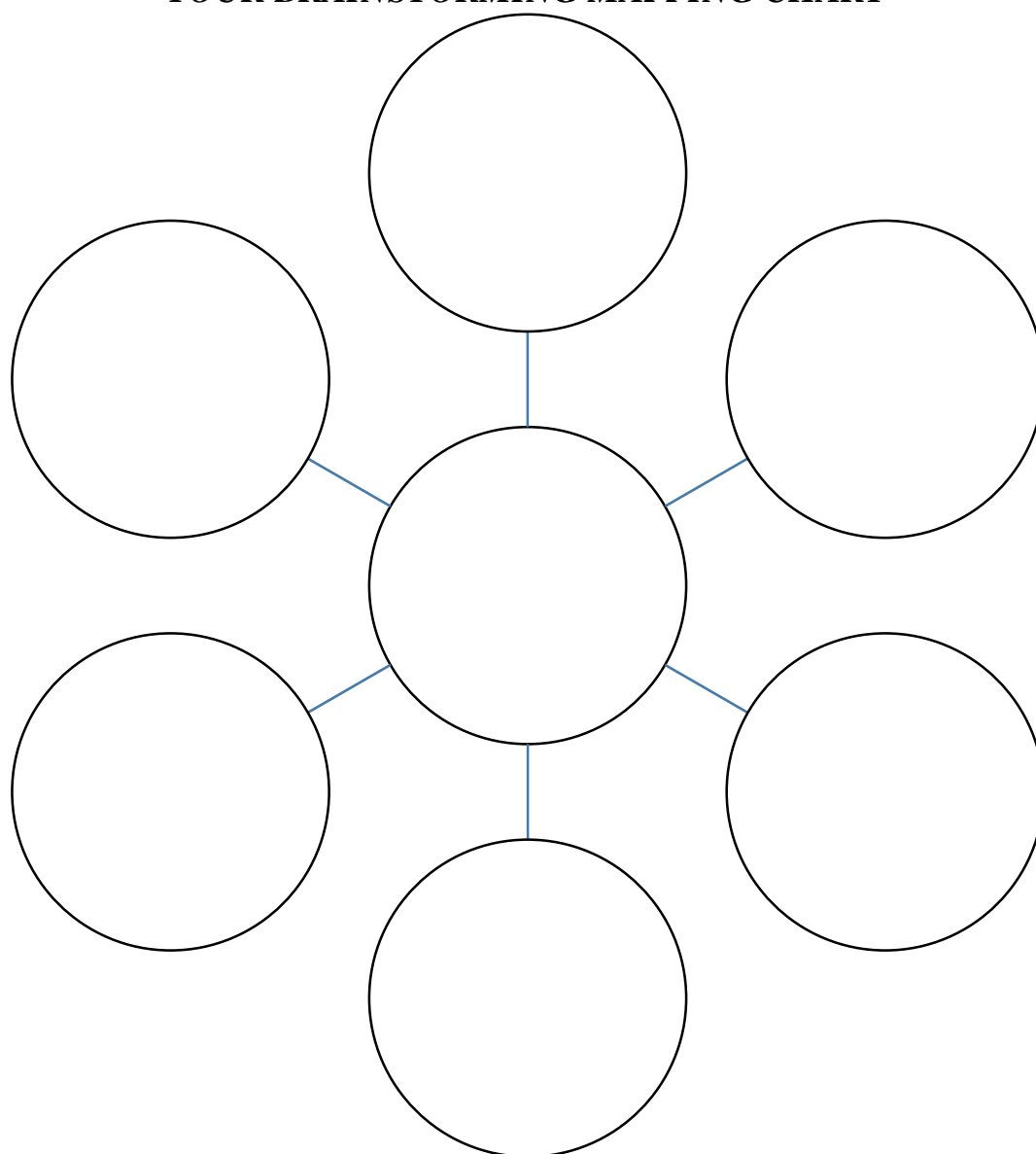


Now John has an idea of the all the possessions that are meaningful to him and now he can CHOOSE which one he would like to focus on for his essay.

NOW IT IS YOUR TURN!

Here is a mapping chart for you. Try it yourself! Put a topic of your choice in the center. Then **THINK ABOUT** everything you can that pertains to that topic and write them in the branches. Use as many branches as you need. Add more if necessary. Write any notes around the ovals that will help you.

YOUR BRAINSTORMING MAPPING CHART



(You can print a copy of this chart for yourself to work on)

BRAINSTORMING PART 2:

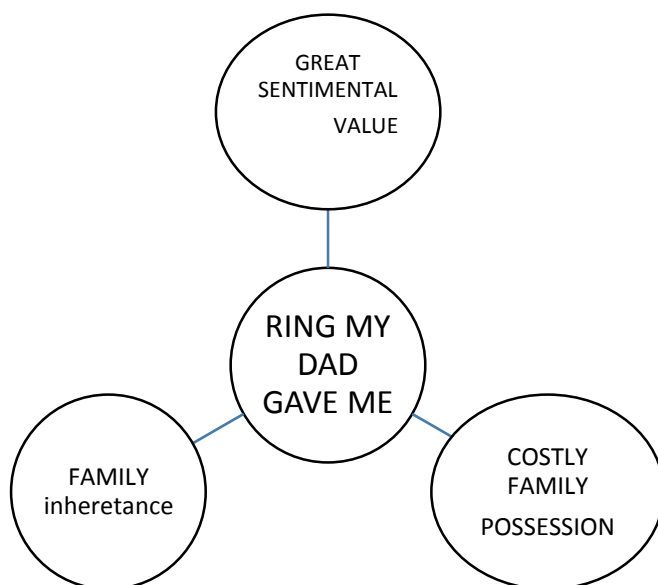
Depending on the topic, you may need to brainstorm again to **FOCUS IN** on your choice. Let us go back to John for an example. After John did the first **BRAINSTORM** activity, he decided that he wanted to write about **A RING MY DAD GAVE ME**. However, again, John just could not think of anything to write about the ring! **BRAINSTORMING** will help him again to come up with ideas to write his essay on. Using the same kind of mapping technique, John put the **RING** in the middle

(Now comes the **BRAINSTORMING PART**.) John has to **THINK ABOUT ALL the REASONS WHY** he values the ring. Therefore, John takes out another scrap sheet of paper and draws another blank mapping chart on it. John **THINKS HARD ABOUT THE RING, AND WHAT IT MEANS TO HIM**. John realizes the ring stands for several things for him:

1) When John looks at the ring, he thinks about his dad. He realizes the ring stands for the love he has for his father and the love his father has for him—so there is great sentimental value. Therefore, John puts that in one of the branches.

2) Then John also realizes that his grandfather gave the ring to his dad and then his dad gave it to him. So now, he realizes it is a family heirloom. He puts that in another branch.

3) Finally, as John looks at the ring again, he realizes it is a very expensive ring. He remembers that his father told him the diamond in it is very costly. He also remembers that his dad had it appraised once and the diamond actually increased in value. John realizes that this ring is probably one of the most expensive things he now owns. Therefore, John puts that down as the third reason.



Now John has a **PLAN** for his essay. He has figured out the reasons why the ring is important to him. From this information, he can do the next step: write his **THESIS STATEMENT**.

THESIS STATEMENT:

EXAMPLE: John has figured out that his most valued possession is a ring his father gave him. He also now has some reasons why. From this information, he can now form a thesis.

A THESIS STATEMENT TELLS THE READER ABOUT THE MAIN IDEA OF YOUR ESSAY. IT ALSO GIVES A BRIEF PLAN FOR THE ESSAY.

EXAMPLE:

MAIN IDEA: My most valuable possession is a **RING**.

THESIS STATEMENT: My most valuable possession is a ring my father gave me.

THEN YOU ALSO HAVE TO STATE A **BRIEF PLAN** IN THE THESIS. For John's essay, he has three things he is going to talk about concerning the ring:

BRIEF PLAN FOR ESSAY: 1) Sentimental Value of ring,
2) Family Inheritance
3) It is a Costly ring.

From this, John can now build his **THESIS SENTENCE**:

MY MOST VALUABLE POSSESSION IS A RING MY DAD GAVE ME BECAUSE IT HAS GREAT SENTIMENTAL VALUE, IS A FAMILY INHERITANCE AND IT IS THE MOST COSTLY THING I OWN.

THE OUTLINE:

OK, now you have the beginnings of an essay. How are you going to fill five paragraphs or more with this information?

HOW DO I GET ENOUGH INFORMATION TO WRITE FIVE PARAGRAPHS OR MORE?

This is where an outline will help you. It will help you make an **OVERALL PLAN FOR YOUR ESSAY**. You can kind of think of it like the SKELETON for the human body: it is just the bare frame, but once it is there, then the muscles and organs can all be filled in. Your essay needs a FRAMEWORK that you can then fill in with all the details, right where they belong. Let us continue looking at the example of

John's essay: He knows what his thesis is, so he knows that it is going to go in the introductory paragraph.

SAMPLE OUTLINE (example of John's essay)

(See the notes on pages 74 and 75 that explain each part of John's outline)

I. INTRODUCTION

A. Opener: (See Methods of Attention Getting on pg.11-John decides on using a story.)

B. Thesis Statement: "My most valued possession is a ring my father gave me because it has great sentimental value, is a family inheritance and is the most expensive thing I own."

II. BODY PARAGRAPH 1: Great Sentimental Value of Ring

A. Topic Sentence and Transition Sentence: (In this case, both are accomplished in the same sentence):

"The first reason I value the ring is because it has great sentimental value for me."

B. Major Point: Dad and I were close

1) **Detail:** He was my role model and hero

2) **Detail:** Last year he died-glad to have ring to think of him

III. BODY PARAGRAPH 2: Family Inheritance

A. Topic Sentence (and also) Transition Sentence: "The second reason I value dad's ring so much is because it is a family inheritance."

B. Major Point 1: Information from Grandfather

1) **Detail:** Grandfather originally bought when living in Italy

C. Major Point 2: Ring Passed Down One Generation to Next

1) **Detail:** Grandfather gave to Dad when he married

2) **Detail:** Dad gave to me before died

3) **Detail:** I will give to my son

IV. BODY PARAGRAPH 3: Most Expensive Thing I Own

A. Topic Sentence and Transition Sentence: "The third and final reason I value the ring is because I have discovered that it has a very expensive diamond in it."

B. Major Point: Very Costly

1) **Detail:** Grandfather said it cost a lot when he bought it

2) **Detail:** Dad had it appraised-rose in value

3) **Detail:** Has a large diamond

V. CONCLUSION:

Summarize and Refocus on Thesis: *“The ring my dad gave me is such a prize. I never realized its value, until I took the time to think about it. It is only a possession, but because it reminds me of him, it has great sentimental value. It is something we will have in the family for a long time to come as a family inheritance and it is a very costly asset to keep in the family. I am glad dad gave it to me. It is my most valued possession in many more ways than one.*

NOTES ON SAMPLE OUTLINE:

I. INTRODUCTION:

A. OPENER (TO ATTRACT THE READER’S ATTENTION)

(John has not developed this yet)

Several methods can be used to attract the reader’s attention. We will talk about these later.

B.THEESIS SENTENCE: John has already worked out his thesis so he writes it on the outline.

(SIDE NOTES :)

1) TRANSITION SENTENCES: Between each paragraph, there must be some kind of transition between the ideas in the preceding paragraph and the ideas in the next paragraph. This sentence helps to make your essay FLOW together better and feel UNIFIED.

EXAMPLE FROM “JOHN”

“The first reason I value the ring my dad gave me is because it has great sentimental value for me.”

In this sentence, John has simply tied the idea of the thesis sentence in his introduction, to the idea he is going to talk about in the next paragraph. Many times, we can use sequential words like **first, second, third**. We can also use words like **next, then, after that, finally**, there are also many other **phrases, connectors and ways** that will help you do this. Depending on your writing course level, you will learn more about these as you go along.

2) TOPIC SENTENCES: Every paragraph also has to have a topic sentence that states the MAIN IDEA of the paragraph. Sometimes the TRANSITION SENTENCE can also double for the TOPIC SENT.

In the case of John's essay, this is what has happened. If you reread the sentence above that John wrote for transition, you would note that states the main idea of his second paragraph.

II. BODY PARAGRAPH 1: *BRAINSTORMING IS AGAIN THE KEY!*

NOTE: After the introduction, you have what is called the BODY of the essay. This usually consists of three PARAGRAPHS OR MORE. Each paragraph explains one of the points mentioned in the BRIEF PLAN FOR THE ESSAY, MENTIONED IN THE THESIS SENTENCE. In order to write each paragraph, it is a good idea to use the BRAINSTORMING TECHNIQUE again.

(In this FIRST BODY paragraph, John knows he is going to talk about the sentimental value of the ring. So again, he **BRAINSTORMS AND THINKS ONLY** about this one MAIN IDEA. He puts down all the ideas he can think of about why the ring has so much sentimental value for him. First, he writes his TOPIC SENTENCE:

A. TOPIC SENTENCE: see outline

Then John thinks about how close his dad and he were. This is a MAJOR POINT of what the ring means to him and he remember specific examples that show this. So on the outline he writes:

B. MAJOR POINT: *Dad and I were close*

(John has only one major point in this paragraph.)

1). DETAIL:

2). DETAIL: see outline for details

C. TRANSITION SENTENCE: (.Remember that sometimes the topic sentence of the paragraph can also be the transition sentence.)

III. BODY PARAGRAPH 2: Family Inheritance

In this paragraph, John knows he is going to talk about the ring as a family inheritance. So again he FOCUSES ALL HIS THINKING JUST ON THIS MAIN IDEA. Again, he brainstorms some general points under this:

A. TOPIC SENTENCE: "*The* second reason I value dad's ring so much is because it's a family inheritance. (Also works as a transition sentence)

John remembers his grandfather and thinks about him. He remembers things his grandfather told him about the ring. Therefore, he puts this down as a GENERAL MAJOR POINT:

B.MAJOR POINT 1: INFORMATION FROM GRANDFATHER

DETAIL: Grandfather originally bought when he lived in Italy as a young man.

C.MAJOR POINT 2: PASSED DOWN

1) DETAIL: Grandfather gave it to dad when dad married.

2) DETAIL: Dad gave it to me before he died.

3) DETAIL: I will give it to my son

IV. BODY PARAGRAPH THREE: Most Expensive Thing I Own

John knows that this paragraph will deal ONLY with point no.3 in his thesis statement: that the ring is expensive so again, he focuses on general points he can make about this.

A.TOPIC SENTENCE: see outline

B.MAJOR POINT: VERY COSTLY:

1) DETAIL: Grandfather said it cost a lot of money even when he bought it

2) DETAIL: Dad had it appraised—found it has increased in value

3) DETAIL: Has a large diamond—very costly

C. TRANSITION SENTENCE: see outline.

V. CONCLUSION: SUMMARIZES AND WRAPS UP THE IDEA

A.BRIEF SUMMARY:

B. REFOCUS ON THE THESIS

NOW JOHN HAS A VERY GOOD IDEA OF WHAT HIS WHOLE ESSAY IS GOING TO SAY. ***THE OUTLINE IS IMPORTANT BECAUSE IT HELPS YOU ORGANIZE THE ENTIRE PIECE FROM BEGINNING TO END, IN A LOGICAL, CLEAR AND UNIFIED WAY.***

Now is an opportunity for YOU to try writing your own Outline! Try it on next page!

YOU'RE OUTLINE

I. INTRODUCTION:

A. Opener:

B. Thesis Sentence:

II. BODY PARAGRAPH 1:

A. Topic Sentence(also need a transition sentence):

B. Major Point 1:

1) Detail

2) Detail:

C. Major Point Two:

1) Detail:

2) Detail:

D. Transition Sentence:

III. BODY PARAGRAPH 2:

A. Topic Sentence:

B. Major Point One:

1) Detail:

2) Detail:

C. Major Point Two:

1) Detail

2) Detail:

D. Transition Sentence:

IV. BODY PARAGRAPH 3:

A. Topic Sentence:

B. Major Point One

1) Detail

2) Detail

C. Major Point Two

1) Detail

2) Detail

D. Transition Sentence

V. CONCLUSION:

Brief Summary of Essay (Try to use different wording and phrases than in the essay)

Restate your Thesis

(You can print this page for your use)

BACK TO OUR EXAMPLE:

Now John can begin to work on the **DETAILS** and actually start writing his essay! The first part he is going to start working on is the INTRODUCTION.

THE INTRODUCTION

Your introductory paragraph is **VERY IMPORTANT**. Through the introduction, you have to accomplish several things:

1) FIRST YOU HAVE TO GET THE READER'S ATTENTION AND INTEREST

2) SECOND YOU HAVE TO INTRODUCE YOUR MAIN IDEA AND THESIS

3) THIRD YOU HAVE TO GIVE THE READER A BRIEF PLAN FOR ESSAY

1) GETTING THE READER'S ATTENTION:

There are actually some proven METHODS that have been developed in which you can capture the reader's attention and interest. There are six methods.

METHODS OF ATTENTION GETTING:

A. ASK A QUESTION OR SEVERAL QUESTIONS.

For example, if John wanted to use this method to start his essay he could say:

"What do you value most in life? Have you ever thought about it? Last year, I lost my dad and that experience made me look at what I really valued in this life....."

By John asking his audience a question of great interest to all of us, John drew the reader in.

B. USE A FAMOUS QUOTATION, PROVERB OR SAYING:

"Ask not what your country can do for you but what you can do for your country."
President John F. Kennedy

Just like the famous quote above, John could use a quote to start his essay:

“There’s an old saying that says, ‘You don’t realize how good you have it until you lose it’.

In my case, this saying is sad but true. I had a wonderful friend as well as father, in my dad. Last year, unfortunately, I lost him to cancer.....”

In this example, we can see that John quoted as saying that most people have heard. Quoting it drew the reader’s interest into John’s topic. The quote does not always have to be a familiar one but it should be something someone of renown said.

C. START WITH A BROAD, GENERAL STATEMENT, And THEN NARROW DOWN TO YOUR SPECIFIC TOPIC: Again, we can use John’s essay as an example of this:

He could start out by saying:

“In this vast and diverse society we live in, different people value different things. Some value money and do all they can to get it, others value family life or the relationship of a specific loved one. Some value their car, their boat or home, and still others find fulfillment and great value in their job. Last year, when my dad died, I was forced to think about what I valued most. I found, that among all the things I had, a ring my dad gave me had the greatest value of all because of the sentimental value it had, the family heirloom it was, and that it contains a diamond that is the mostly costly thing I own.”

In this introduction, you can see that John started with a very broad topic and narrowed down specifically to his thesis.

D. START WITH A CONTRASTING IDEA:

You can also start out your introduction by using an idea that is opposite or in contrast to your topic. For example:

“My good friend Joe just lost his dad in a car accident. Joe never got along with his dad. They never had much of a relationship with each other. Joe’s dad drank a lot and had quite a temper. As a result, Joe stayed away from home most of his adult life. When his dad died, it did not have much effect on Joe. In fact, I almost think he was a little relieved because he has started going home more, now to visit his mom. I lost my dad too. Last year he died of cancer. My dad, though, unlike Joe’s, was like a best friend. I loved him dearly. We did a lot together. When he died, I was crushed...”

Here you can see that John started out his essay with a contrasting idea. The contrast draws the reader's attention into the essay.

E. TALK ABOUT THE IMPORTANCE OF YOUR TOPIC:

John could start out something like this: **IMPORTANT!**

"It's important that, sometime in our lives, we stop and assess our values. We need to figure out what is important to us, what is our most valued possessions. Such type of personal evaluation is important because it can give our lives meaning and significance. It can cause us to take stock of our lives before it is too late. If we need to change, to turn around, to start valuing things differently, this kind of introspective evaluation can be important and good....For me it happened last year when my dad died...."

Here we can see that John stresses why the idea of looking at your valued possessions can be important. This type of introduction interests the reader, touching him at a personal level and drawing him in.

F. STARTING WITH A SHORT STORY OR TALE:

Many times, when you start with a little story it can add interest: for example with John:

I remember my fifteenth birthday. My dad had known that I really wanted to learn how to drive. To my mother's sharing, dad took me into the garage and said 'OK son, today's the day. You and me. We're going to take the car out for your first spin.'" The biggest smile you have ever seen lit up my young face and I said "Fantastic Dad! Thanks!"....My dad was the best friend I had ever had. He always knew what to do and say to me. Last year, I lost him to cancer. It crushed me..."

Here is an example of how you can give a little short story to draw the reader's interest into your topic.

Now John has all the information he needs to write his essay:

- 1) He has a main idea, 2) a thesis sentence, 3) an outline, and 4) some ideas of a good introduction. He can write his essay!

Sample Essay of John

My Valued Possession: A Ring My Dad Gave Me

(1) *I remember my fifteenth birthday. My dad had known that I really wanted to learn how to drive. To my mother's sharing, dad took me into the garage and said, 'OK son, today's the day. You and me; we are going to take the car out for your first spin.' The biggest smile you have ever seen lit up my young face and I said, 'Fantastic Dad! THANKS!' Memories like this often flood my mind when I think about my dad. He has gone now. He died last year. Today I was looking at a ring he gave me before he died and I realized the great value it has. It is my most valuable possession because of the great sentimental value it has, because it is a family inheritance and because it is probably the most costly thing I own.*

(2) *The first reason I value the ring is because it has great sentimental value. My dad and I were very close. He was like a friend to me. Lots of people have role models and heroes. For me, my dad was both. Dad always took the "high road." He taught me the values of honesty, responsibility and loyalty. He not only taught these things but also lived them. I saw how he cared about mom and treated her with respect; how he treated people, he worked with, how he was honest, even if he did not come out ahead. When he died last year of cancer, it was a great blow for me. I lost someone I loved and looked to very dearly. Now, I am so glad to have this ring. He gave it to me before he died. Every time I look at it, I am reminded of the love he had for me and I had for him.*

(3) *The second reason I value this ring is because it is a family inheritance. Only the other day, as I was looking at it, did I realize it was an heirloom. I had forgotten, but my grandfather gave it to dad, the day dad and mom got married. Dad had told me this when he gave it to me. Dad gave it to me about a month before he died. At that time, he told me the story of how grandfather had given it to him. Dad told me to keep it in the family. When I marry someday and have children, I plan to keep that promise and tell my son about dad, give him this ring and relay to him the priceless possession it is.*

(4) *The third reason and final reason I value the ring is because I have discovered that it has a very expensive diamond in it. When granddad originally bought it, he was a young man living in Italy. He bought it after he had saved up quite a bit of money. He wanted to buy something of value that he would keep in the family. When dad gave it to me, he told me that several years ago, he went to a good jeweler and had it appraised. The jeweler told him the diamond was of a very high quality and would probably increase in value the longer we kept it. Dad told me how*

much it is now worth and I was very surprised! I probably will not wear it except for very special occasions. I surely would not want anything to happen to it.

(5) *The ring my dad gave me is such a prize! I never realized all the value it has until I took the time to think about it. It is only a possession but because it reminds me of him, it has great sentimental value. It is something we will have in the family for a long time to come, as a family heirloom, and it is a very costly asset to keep in our family as well. I am glad dad gave it to me. It is my most valued possession in many more ways than one.*

- (1.) *Introductory paragraph: Thesis sentence is the last sentence*
- (2.) *Start Body Paragraph 1 thesis sentence and transition sentence in the first sentence*
- (3.) *Start Body Paragraph 2 again the first sentence works as topic sentence and transition sentence from Body Paragraph 1 to Body Paragraph 2*
- (4.) *Start Body Paragraph 3 thesis sentence and transition sentence in the first sentence. Check John's outline in page as you read this essay. You will see how the two go together,*
- (5.) *Concluding paragraph: Here you will see that John restated his thesis and briefly summarized all the main points in his thesis.*

Your Essay

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Now. Write in the space below an essay in 150-200 words on any one of the following topics: You are your name.

1. Writing Skills/Courses
2. Writing 1
3. Writing 2
4. Writing 3
5. Writing 4
6. Advanced Writing Skills
7. Teaching English in Yemen
8. Beginning of Your Learning English
9. Happiness
10. Friendship
11. Importance of Sports in Life

12. Air Pollution
13. Your Childhood
14. Your Mother
15. Your Father
16. Your College of Education-Zabid
17. Your English Department
18. Poverty in Yemen
19. Dowry in Yemen
20. Democracy in Yemen
21. Any Topic of Your Own Choice

[illegible]

6.2. The Five-Paragraph Advanced Essay Writing

We have to keep in mind that our practice above is a five-paragraph essay and that the five-paragraph essay measures a student's basic and advanced writing skills, and is often a timed exercise. Use this Guide to help you practice and succeed at this form of writing. While the classic five-paragraph essay is a form seldom if ever used by professional writers, it is commonly assigned to students to help them organize and develop their ideas in writing.

Proficiency in writing the five-paragraph essay is not only important to pass the test, it is an essential first-tool-basic for research papers for all levels of schooling, and a simplified mainstay basic in writing reports within the professional world. Mastering this form is a first step to success.

Here is how:

1. Before you begin writing, decide on your answer to the question asked of you. This is your basic thesis.
2. Before you begin writing, decide on what three pieces of evidence/support you will use to prove your thesis.
3. Write your introductory paragraph. Place your thesis along with your three pieces of evidence in order of strength (least to most) at the end of this paragraph.
4. Write the first paragraph of your body. You should begin by restating your thesis, focusing on the support of your first piece of evidence.
5. End your first paragraph with a transitional sentence that leads to paragraph number two.
6. Write paragraph two of the body focusing on your second piece of evidence. Once again, make the connection between your thesis and this piece of evidence.
7. End your second paragraph with a transitional sentence that leads to paragraph number three.

8. Repeat step #6 using your third piece of evidence.
9. Begin your concluding paragraph by restating your thesis. Include the three points you have used to prove your thesis.
10. End your concluding paragraph with a statement of extension, which will (hopefully) cause the reader to look beyond what you have written. You do not include new evidence in your last paragraph.

Tips:

1. Never use you or I (Unless specifically told that it is allowed.).
2. Do not use contractions in formal writing.
3. Organization is one of the most important parts of good writing. Make sure to organize from the first paragraph on.

Because the five-paragraph essay is a chosen vehicle for measuring a student's writing proficiency, it is essential that each master this patterned format writing to score well. As part of that patterned process, the student needs to develop specific thinking and organizational patterns that will aid in the timed creation of an essay that state and other testing is demanding. It can also be a very useful way to write a complete and clear response to an essay question on an exam. It has, not surprisingly, five paragraphs:

Outline your five-paragraph essay; include these elements:

Introductory Paragraph General Topic Sentence: memorable present 1. Subtopic One: the reason it was given 2. Subtopic Two: a description of it 3. Subtopic Three: how you felt when you got it (Transition)		
First Supporting Paragraph Restate Subtopic One Supporting Details or Examples Transition	Second Supporting Paragraph Restate Subtopic Two Supporting Details or Examples Transition	Third Supporting Paragraph Restate Subtopic Three Supporting Details or Examples Transition
Closing or Summary Paragraph Synthesis and conclusion of the thesis rephrasing main topic and subtopics.		

Edit and revise your essay

Check your spelling and grammar

Subjects and verbs agree, and verb tenses are consistent

Examine your whole essay for logic

Thought builds and flows?

Avoid gaps in logic, or too much detail

Review individual sentences

- **Use active verbs to be more descriptive**

Avoid passive constructions and the verb "to be"

- **Use transitional words and phrases**

Avoid sentences beginning with pronouns, constructions as "There are.....,"

Example: "There is a need to proofread all works" becomes "Proofreading is a must."

- **Be concise**

though vary the length and structure of sentences

Ask a Writing Center Tutor or knowledgeable friend to review and comment on your essay

(Source: Adapted from: <http://www.geocities.com/soho/Atrium/1437/> AND <http://print.factmonster.com/homework/wsfivepara.html> AND <http://712educators.about.com/library/howto/ht5essay.htm> LATTC Writing Center Rev. January 4, 2009 Title V Funded)

6.3. Some Types of Advanced Essay Writing

For your knowledge and understanding of Advanced Essay Writing practiced and discussed above, there are Some Types of Advanced Essay Writing you have to keep in mind. These are illustrated as follows:

6.3.1. Argumentation / Argumentative Essay

The following are things to keep in mind when writing an argumentative essay

SPECIAL NOTE: The argumentative essay is a very useful test of a student's ability to think logically.

Argue: v. 1. To persuade someone to do or not do something. 2. To give the reasons for your opinion, idea, belief, etc.

Argumentative: adj. someone who is argumentative often argues or like arguing.
Argument: n. a set of reasons that show that something is true or untrue, right or wrong etc.

When you have an opinion and try to **convince your listener or reader to accept your opinion, you are agreeing with or disagreeing with something**. For example: In an everyday situation, you may try to **convince** a friend to go somewhere or in a composition or speech class, the instructor may make an assignment in which you must **support or oppose the use of nuclear energy to produce electricity**. If you **agree or disagree** on an issue, you will want your reader or listener to accept your point of view.

Argumentation / Argumentative Essay is a process of reasoning that asserts the soundness of a debatable position, belief, or conclusion. Argumentation takes a stand –supported by evidence –and urges people to share the writer’s perspective and insights.

Although an argumentation is generally based on appeals to logic, a writer may also use appeals based on emotion and/or the reputation of the writer in order to persuade readers. NOTE: Whatever appeal you decide to use, make sure it is a fair one. Lies, threats, misleading statements, and appeals to greed and prejudice – although they may be effective at times –are unacceptable ways of reaching an audience. Such appeals will undercut your audience argument.

When choosing a topic, chose a topic in which you are emotionally or intellectually invested. Make sure you are open minded about such topic though, and that you are also able and willing to consider other people’s viewpoints on the topic. Being able to anticipate the viewpoints of the opposition can help you formulate a stronger argument.

Thoroughly inform yourself about the topic. Make sure you chose an issue narrow enough to discuss in the space available to you. If the issue involves too many aspects, be willing to confine your discussion to one aspect of a broader issue. Consider your *purpose* –what do you expect your argument to accomplish? How do you wish your audience to respond?

All of your points must be supported by evidence; otherwise, they are likely to be disregarded by readers. As evidence, you may present facts and opinions. Facts are statements that most people agree are true and that can be verified independently. Opinions are interpretations of facts. Not all opinions are equally convincing; opinions are generally more experts’ convincing than others.

Make sure your evidence is relevant (it supports your thesis and is pertinent to your argument), representative (it represents the full range of opinions about your subject, not just one side), and sufficient (it includes enough facts, opinions, and

examples to support your claims).

NOTE: make sure that your evidence is properly documented (cited).

Formulating a Thesis Statement

In an argumentative essay, your thesis statement must take a stand, meaning that it must be debatable. A good argumentative thesis states a proposition to which at least some people will object. It is pointless to argue a statement of fact or an idea that most people accept as self-evident.

NOTE: if you are not sure about whether or not your thesis is a debatable statement, try formulating a statement that asserts the opposite position. If at least some people would support such statement, then your thesis is indeed debatable.

The argumentative thesis takes **a side of an issue**; frequently it proposes an approach of action which is often expressed with the modal *should*).

In the argument concerning the **nuclear power plant**, the thesis for a paper on this topic might be:

“Governments **should ban further construction** of nuclear power plants.”

Someone else might argue:

“The U.S **should continue building** nuclear power plants.”

Structuring an Argumentative Essay

There are multiple ways of structuring an argumentative essay. Make sure that you have a clear thesis statement; make sure that throughout your body paragraphs you support your thesis by presenting evidence; and make sure you address possible counter arguments (at least the more important ones).

Transitions

Transitional words and phrases in an argumentative essay help readers keep track of the argument.

Argumentative essays use transitions to signal a shift in focus. Use *first*, *second*, *third*, *in addition*, and *finally* to present specific points in support of your argument. Use *still*, *nevertheless*, *however* and *yet* to refute opposing arguments. Use *therefore*, and *for these reasons* when presenting your argument's conclusion.

Here are some useful transitions for argumentation: all in all, as a result, finally, first, second, third, for example, for instance, for these reasons, however, in addition, in brief, in conclusion, in other words, in short, in summary, nevertheless, on the one hand... on the other hand, still, therefore, thus, yet.

Recognizing and avoiding fallacies

Fallacies are illogical statements that may sound reasonable or true, but are actually deceptive and dishonest. The following fallacies are some of the most common ones. Not all common fallacies are included in this list.

Jumping to a Conclusion: This fallacy occurs when a conclusion is reached on the basis of too little evidence.

Appeal to Doubtful Authority: This fallacy occurs when people attempt to strengthen an argument with references to experts or famous people who have no expertise on the issue.

Misleading Statistics: This fallacy occurs when statistics are misrepresented or distorted in an attempt to influence an audience.

There are a few types of argumentative essay writing such as:

1. Advantages and disadvantages
2. Expressing opinions/providing solutions to problems
3. Expressing arguments for and against a topic
4. Compare and contrast something or somebody

6.3.1.1. Advantages & Disadvantages

If the aim of your essay is to give a rough idea the advantages and disadvantages of something, you are *not expected to express your own opinion by using personal words or expressions*:

Start by making a *general statement* and then *divide the advantages and disadvantages into two separate paragraphs*.

An opinion can be expressed in a non-emotional way. e.g. *it seems that ... it can be seen that ...*

MODEL ESSAY: Read and copy

‘Importance of Tourists and Tourism’

This question can be looked at from several points of view.

Firstly, tourism should be considered in relation to a country's economy.
Secondly, it can be seen in terms of its effect on the countryside and environment.
Thirdly, the influence of the tourist industry on culture must be taken into account.

The economy of a country often benefits as a result of tourism; foreign visitors come and spend their money, and this creates jobs for those who run hotels and restaurants. **However**, there are also certain drawbacks*. **Whereas** the people directly involved in the industry may benefit, others may find that they are worse off. **This is because** the cost of living goes up and goods become more expensive since tourists are prepared to pay more for them.

As far as the effect on the environment is concerned, tourism is often a bad thing. **While** it is true to say that development results in better roads being built improvements for poorer areas, it is sometimes **also** very harmful. In some countries, huge hotels and skyscrapers have ruined areas of unspoilt beauty. The cultural influence of tourism is difficult to measure. In some countries foreign influence can destroy the local way of life. **On the other hand**, countries which do not encourage tourism may miss the benefits that foreign technology and investment can bring.

In conclusion, it can be seen that tourism has both advantages and disadvantages; **if** it is controlled properly, it can be good for a country, **but** there will always be a danger that it may do a great deal of harm. (270 words) *Drawback: disadvantage*
Run: manage, operate, administrate

6.3.1.2. EXPRESSING / GIVING OPINIONS

OUTLINE

I. Introduction: State your opinion clearly without using too many personal opinion words.

Main body:

Give the first point supporting your opinion.

Give the second point supporting your opinion.

Give the last point supporting your opinion.

Conclusion: Re – state your opinion, using different word.

MODEL ESSAY: Read the following model and:

1. Circle the linking words,
 2. Underline the examples given to support each point raised.
- SUBJECT: Experiments on animals should be banned. Do you agree?

Animal Testing should not be Banned

Each year about five million dogs, cats, rabbits, rats, monkeys, and other animals die in deadly dose tests, which are performed in the U.S. The subject of animal testing is very open to question. In my opinion, animal testing should not be banned for a number of reasons.

The first reason for supporting animal testing is that many products must be tested on animals to ensure* that they are safe for use by humans. For example, diabetics would not be able to inject insulin to control their diabetes if it had not been developed by testing it on animals.

Moreover, the effects of certain chemicals such as insecticides can be observed on animals and their offspring and results are achieved faster since animals have shorter life duration than humans and the ability to multiply easily.

The final and most important point in favor* of animal testing is that it is aimed at finding cures for diseases such as cancer. Most of these tests cannot be done in any other way. Forty years ago polio was a common tragedy amongst children. Animal testing led to the discovery of a vaccine and now this disease is very rare in developed countries. While some animals undoubtedly suffer, the end justifies* the means.

Contrary to popular belief, laboratory animals are not ill-treated and their suffering is kept to a minimum. As already stated, I am in favor of* animal testing, provided that is conducted under strict conditions and that there is no alternative.
(231 words)

*

Means: way, measure, process, method
Ensure: make sure, guarantee,
point in favour: point for
in favor of: in support of, for, supporting

Justify: give good reason for
Insecticide: böcek öldürücü ilaç.
offspring: children

Now write your own essay on the same topic.

[illegible]

6.3.1.3. EXPRESSING ARGUMENTS FOR and AGAINST A TOPIC

When you are giving arguments for and against a topic, you **should present both views in a fair way**. Discuss them in equal details and show no bias (=prejudice).

OUTLINE:

Introduction: Introduce the subject of the essay. State why it is an important issue at the present time.

Main body:

Para. 1: Give the arguments in favour of the statement.

Para. 2: Give the arguments against the statement.

Conclusion: Conclude by giving a well-balanced consideration.

MODEL ESSAY

1 *Read the model essay and:*

1. Underline the transition words,

2. Try to replace them with other similar words, which are given,

3. Make an outline.

Necessity of Technological and Scientific Advancement

Moving towards the 21st century, technological advancement has become a focus of today's society. Technology has entered the lives of even the poorest members of society, and it is very rare to find anyone who does not have some form of modern technology such as a TV or a food processor, in their home.

There are many things to be said in favour of technological advancement, the most obvious being that it undoubtedly makes people's lives easier. Without the benefits that technology brings, the world would be a much harder place to live in. For example, how would any business operate without faxes, photocopiers or telephones?

On the other hand, technology also has the potential to destroy everything at the touch of a button – a point made by Quentin Reynolds when he said, "The scientists split the atom; now the atom is splitting us." The danger of technological advancement is that machines will completely replace humans, leaving fewer jobs and reducing human contact in everyday life, which cannot be a good thing for society.

In conclusion, although technology has the potential to provide a better quality of life for everyone, it is also capable of destroying everything within a very short space of time. As such, it should be developed with caution and should never be allowed to take the place of human contact, because this is what ultimately holds a society together. (241 words) *Focus: center*

A. INTRODUCTION PARAGRAPH

This question/matter/subject can be looked at from several points of view.

This problem should be considered in relation to

State a strong, firm opinion e.g.: *There is no doubt that women are more intelligent than men ...*

I believe that by the year 2000, every home will have a computer ...

Address the reader directly e.g.: *Have you ever considered ...?*

Has it ever occurred to you that computers will one day organize your life?

Start with the problem that needs a solution e.g.:

More and more species are becoming extinct ...

As time passes, our lives will be controlled by computers.

B. BODY – PARAGRAPHS 1, 2, 3

To list point:

The first reason is

First of all,

The second reason is

To start with,

The third reason is

Secondly,

The third and most important reason is

Thirdly,

Finally,

Another reason is

On the other hand,

On the contrary,

The final reason is

One major advantage of,

One major disadvantage of,

A further advantage

One point of view in favor against

One point of view in favor of

In the first place

Last but not least

White it's true to say that

To add more points to the same topic:

What is more

Furthermore

Also

In addition to

Besides

Apart from this

Apart from that

To make contrasting point

On the other hand	However	In spite of
While	Nevertheless	Despite
Even though	Although	It can be argued that
One can argue that	Yet	But

C. CONCLUSION PARAGRAPH

To sum up,	To conclude ...
On balance,	In conclusion
It seems that	In my view ...
All in all,	I believe ...
All things considered,	On the whole,
Taking everything into account,	Above all,
As was previously stated	

TRANSITION WORDS

<i>To list points</i>	<i>To add more points to</i>	<i>To make</i>
<i>contrasting</i>		
<i>To conclude</i>		
<i>the same topic:</i>	<i>point:</i>	
<i>one major advantage of</i>	<i>what is more</i>	<i>on the other</i>
<i>hand to sum up</i>		
<i>one major disadvantage of</i>	<i>furthermore</i>	<i>however</i>
<i>all in all</i>		
<i>a further advantage</i>	<i>also</i>	<i>in spite of</i>
<i>all things considered</i>		
<i>one point of view in favour of</i>	<i>in addition to</i>	<i>while</i>
<i>in conclusion</i>		
<i>in the first place</i>	<i>besides</i>	<i>nevertheless</i>
<i>on the whole</i>		
<i>first of all</i>	<i>apart from this/that</i>	<i>despite</i>
<i>above all</i>		
<i>to start with</i>		<i>even though</i>
<i>previously stated</i>		<i>as</i>
<i>secondly</i>		
<i>taking everything</i>		
<i>thirdly</i>		
<i>account</i>		
<i>finally</i>		
<i>last but not least</i>		

Write a an essay the same topic shown above:

This image shows a full page of blank, lined paper. It features approximately 28 horizontal black lines spaced evenly across the page, typical of standard notebook paper. The lines are thin and extend from the left edge to the right edge. There are no margins, text, or other markings on the page.

Working Mothers have Positive Effects on the Family

Nowadays, more and more women work outside the home, which affects many people positively or negatively. Germaine Greer, the Australian feminist, said, “Most women still need a room of their own and the only way to find it may be outside their own homes.” If it is true, can it be done without having a negative effect on the family?

One point in favor of mothers working is that their children often learn to be independent from an early age, which can only help them in the future. Also, in many families, the man’s salary alone is not enough to cover all household expenses. Thus, the need for extra income arises, and the woman has to work. Moreover, working outside the home gives a woman a sense of her own personal identity and self-confidence. A woman who stays at home will always be known as “John’s wife” and not as a person in her own right.

On the other hand, child care is expensive. Therefore, a large proportion of the money a working mother earns will be sent on childcare. What is more, if both parents are out working all day, they only see their children for a few hours in the evening. This can have a negative effect, as children may start to see their parents as strangers.

Finally, working mother usually has to look after both the children and home in her spare time, so she is actually doing two jobs instead of one, which can be very tiring. She may also miss out on important events in her children’s lives, such as their first words.

To sum up, there are many arguments both for and against mothers working. Every family is different and what is good for one family may not necessarily be good for another. Taking everything into account, it should be left to the individual mother to decide whether working or not is something that she wants to do. (333 words)

Persuasive / Argumentative

Patty Crespo came to the United States from Ecuador in 1983 to study at Hunter College of the City University of New York. She wrote this composition in 50 minutes to pass the final examination of an ESL writing course. At the time she wrote

it, Crespo could not decide if she wanted to stay in the United States or return to Ecuador.

Private Language

The United States of America is one of the biggest countries in the world. It's famous **because of** its freedom and rights of liberty. It is well-known **because** its population comes from all over the world. The immigrants can learn the United States' language, English, to keep this country united, **but** it is unfair to change their culture for an American way of life.

I believe that recent immigrants should learn English in order to live in this country. They should learn the "public language" to make a better this country. If they do not learn English, they will not be able to communicate and do what they want. **For example**, my mother's friend came here from Ecuador three years ago. She does not speak English. One day her daughter, Anita, could not breathe. She did not know what was going on, **but** she told her mother to call an ambulance. When her mother called the hospital, she could not talk. The operator could not understand what Anita's mother was saying Thank God; her sister arrived and called the ambulance. The doctor told her sister that **if** she had not arrived at the hospital on time, Anita could have died. A pill had been stuck in her throat.

Immigrants should learn English to speak with the public, **but** they should also keep their language at home. The children of immigrants should learn how to speak their parents' language. It is very important to communicate with our relatives and family, in general. **If** we learn English only and forget our "private language," we will not be able to communicate with our parents. For example, Florence, my co-worker, speaks English only. Her mother did not teach her Spanish (her mother language). Nowadays, Florence cannot communicate with her grandparents or other relatives in Puerto Rico. She has lost her mother's language, tradition and culture.

Immigrants may replace their language with English, but it is unfair to give up their culture. They grow up with a way of living and it is difficult to their language. They grow up with a way of living and it is difficult to change it because they are in another country. They have the right to keep their culture and values. We immigrants have the right to know where we come from and what our family's culture is. **In this way**, we can transmit it to our future generation. **After all**, one amendment* of the constitution of this country gives us the right. It is freedom of religion, culture and speech.

In conclusion, immigrants should learn English in order to communicate with the public and to keep the country united, but they shouldn't exchange their culture for an American way of life. They have the right to keep it

6.3.1.4. Compare and Contrast

The following are things to keep in mind when writing a compare and contrast essay

Comparison is used to show similarities, while contrast shows differences. A compare/contrast essay is used to make sense of large amounts of information, to weight the benefits and drawbacks of different options, to formulate an opinion of a topic to which there are two sides, and to evaluate the truth of conflicting views. Some of the words and phrases that call for a compare/contrast essay are *compare and contrast, similarities and differences, advantages and disadvantages, evaluate, which of the two had a greater influence on...*?

In order to write a meaningful compare/contrast essay, a basis for comparison must exist; that is, for the comparison and/or contrast to be justified, the things being compared must have enough in common. Without shared elements, there is no basis for analysis, and nothing of importance to discuss.

When two subjects are very similar, the contrast may be worth noting. When two subjects are not very much alike, you may find that the similarities are worth considering.

NOTE: When comparing and contrasting, make sure that the elements are the same (or at least similar) for each category.

RIGHT		WRONG	
NOVEL A	NOVEL B	NOVEL A	NOVEL B
Minor characters	Minor Characters	Minor Characters	Author's life
Major characters	Major Characters	Major Characters	Plot
Themes	Themes	Themes	Symbolism

Formulating a Thesis Statement

Your *thesis statement* should tell readers what to expect in your essay, identifying not only the subjects to be compared and contrasted, but also the point you will make about them. Your thesis statement should also indicate whether you will concentrate on similarities or differences or both. You may list the points to be discussed in the

order in which they will be discussed.

Structuring a compare/contrast essay

There are two basic compare/contrast strategies: subject by subject or point by point.

Subject-by-subject: you essentially write a separate essay for each subject, but you discuss the same points for both subjects. After selecting your points, arrange them in a logical order –such as by their increasing significance. This strategy is most appropriate for short, uncomplicated papers.

Point-by-point: you make a point about one subject and then follow it with a comparable point about the other. This alternating pattern continues throughout the body of your essay until all your points have been made. This strategy is useful for longer, more complicated essays in which you discuss many different points. NOTE: in order to avoid falling into a monotonous, back-and-forth movement between points, vary your sentence structure as you move from point to point and use clear transitions.

Transitions

Transitions are important in compare/contrast essays because they supply readers with clear signals and identify individual similarities and differences. Without these, readers will have a hard time following your discussion and may lose track of the significance of the points you are making.

Use *in comparison, in the same way, just as...so, like, likewise, similarly* when comparing.

Use *although, but, conversely, despite, even though in contrast, instead, nevertheless, nonetheless, on the contrary, on the one hand...on the other hand, still, unlike, whereas, yet* when contrasting.

Basic Structure of Compare and Contrast Essay:

1 st Paragraph – Introduction
General Topic Sentence(s) – catch the reader's attention
Brief background information about the two subjects
THESIS STATEMENT
Brief overview of the three features you are comparing and contrasting
2 nd Paragraph –Personality Inventory
Transition word/phrase
General sentence about personality inventory

Details of inventory/how it relates to your choices
<p>3rd Paragraph – Similarities & Differences of 2nd Feature</p> <p>Transition word/phrase</p> <p>General Topic Sentence – State 2nd feature you are comparing & contrasting</p> <p>State similarities between the two subjects about 2nd feature</p> <p>State differences between the two subjects about 2nd feature</p>
<p>4th Paragraph – Similarities & Differences of 3rd Feature</p> <p>Transition word/phrase</p> <p>General Topic Sentence – State 3rd feature you are comparing & contrasting</p> <p>State similarities between the two subjects about 3rd feature</p> <p>State differences between the two subjects about 3rd feature</p>
<p>5th Paragraph – Conclusion</p> <p>Transition word/phrase</p> <p>Re-state THESIS STATEMENT</p> <p>Briefly summarise the three features that you are comparing and contrasting</p> <p>Closing Statement</p>

Compare and Contrast Essay: SAMPLE OUTLINE

FEATURE BY FEATURE (OR POINT BY POINT) FORMAT

Subject #1	Subject #2
Singapore	Trinidad

THESIS STATEMENT:

Both Singapore and Trinidad are tropical island paradises with dynamic and vibrant cultures, however there are many differences between the two, which makes each one unique.

POINT #1: GEOGRAPHY

Similarities between Singapore and Trinidad

- both Singapore and Trinidad are island nations located in tropics close to the equator
- both are warm all year round where it never snows
- both are relatively small countries compared to Canada, China, and the United States

Differences between Singapore and Trinidad

- Singapore is located in Southeast Asia (close to Malaysia and Indonesia)
- Trinidad is located in the Caribbean off the coast of South America close to Venezuela
- Trinidad is larger than Singapore (4,768 km² versus 710.2 km²)
- Trinidad is also more mountainous while Singapore is relatively flat
- Singapore is more urban, with a much larger proportion of its land area built up as a city

POINT #2: PEOPLE

Similarities between Singapore and Trinidad

- Both Singapore and Trinidad are multi-racial, multi-ethnic, multi-lingual, and multi-religious countries
- Historically, tensions existed between the various ethnic groups in both countries
- However, presently relations are much better between the various ethnic groups in both countries

- As a result of their ethnic diversity, both Singapore and Trinidad have statutory holidays which honour the cultures of its various ethnic groups

Differences between Singapore and Trinidad

- Singapore's population is almost exclusively Asian, with Chinese, Indians, and Malay Muslims forming almost the entire population
- Trinidad's population is equally split between Africans and Asians (mostly Indians and Chinese)
- Trinidad also has a very large mixed-race (i.e. African-European, African-Indian, African-Chinese, etc.) population compared to Singapore
- While Singapore honours its diversity with having four official languages (Chinese, Tamil, Malay, and English), Trinidad only has English as its official language, though Hindi, Spanish, Chinese, and Arabic are also spoken on the island

POINT #3: FOOD

Similarities between Singapore and Trinidad

- Spicy food is very common in Singaporean and Trinidadian cuisine
- Both countries' cuisines are strongly influenced by Indian and Chinese cuisine due to the local Indian and Chinese populations – curry is very popular in both countries
- Due to Singapore's and Trinidad's British colonial past, British customs and foods are also very common

Differences between Singapore and Trinidad

- Singapore's cuisine has a stronger Chinese and Indian influence, whereas Trinidad has a stronger African and European influence, even though the Chinese and Indian influence in Trinidadian food is quite strong
- Singapore's cuisine is also highly influenced by that of its neighbouring countries of Malaysia, Thailand, and Indonesia
- Due to Singapore's large Muslim population and its proximity to predominately Muslim countries, the availability of Halal food is much more widespread than Trinidad, even though Trinidad does have a significant Muslim population

Compare and Contrast Essay: PUTTING ESSAY TOGETHER

[1] In the middle of the cold Canadian winters, have you ever thought about escaping to somewhere warm to get away from all the cold and

1st Paragraph – Introduction

[1] General topic sentence(s)

<p>snow? [2] Singapore, nicknamed “Lion City”, and Trinidad, also known as the land of soca, calypso, and the steel pan, come to many people’s minds when thinking of a warm place to escape to. [3] While both Singapore and Trinidad are tropical island paradises with dynamic and vibrant cultures, there are many differences between the two, which makes each one unique. [4] The geography, people, and food of both Singapore and Trinidad show many similarities, yet many differences as well.</p>	<p>[2] Brief background information</p> <p>[3] Thesis statement</p> <p>[4] Brief overview of the three features</p>
<p>[5] First, [6] there are many similarities and differences between the geography of Singapore and Trinidad. [7] Both Singapore and Trinidad are island nations located in tropics close to the equator. The climate in both countries is warm all year round and it never snows. Furthermore, they are relatively small compared to countries like Canada, China, and the United States. [8] However, Singapore is located in Southeast Asia, close to Malaysia and Indonesia, while Trinidad is located in the Caribbean off the coast of South America near Venezuela. Although both island nations, Trinidad’s land area is about seven times as large as Singapore’s. Trinidad is also more mountainous while Singapore is relatively flat. Furthermore, Singapore is mostly urban and built-up, while Trinidad is not.</p>	<p><u>2nd Paragraph – Discuss 1st Feature</u></p> <p>[5] Transition word/phrase</p> <p>[6] State 1st feature that will be discussed</p> <p>[7] State similarities</p> <p>[8] State differences</p>
<p>[9] In addition to geography, [10] the people of Singapore and Trinidad share many things in common, but each still retain their unique differences as well. [11] Singapore and Trinidad are both multi-racial, multi-ethnic, multi-lingual, and multi-religious countries. Historically, tensions existed between the various ethnic groups in both countries. However, presently relations are much better between the various ethnic groups. As a result of their ethnic diversity, both Singapore and Trinidad have statutory holidays which honour the cultures and religions of its various ethnic groups.</p>	<p><u>3rd Paragraph – Discuss 2nd Feature</u></p> <p>[9] Transition word/phrase</p> <p>[10] State 2nd feature that will be discussed</p> <p>[11] State similarities</p> <p>[12] State differences</p>

<p>[12] Despite the similarities, they are some key differences. Singapore's population is almost exclusively Asian, with Chinese, Indians, and Malay Muslims forming almost the entire population. Trinidad's population is equally split between Africans and Asians, which mostly consists of Indians and Chinese. Trinidad also has a very large mixed-race population as well. While Singapore honours its diversity with having four official languages (Chinese, Tamil, Malay, and English), Trinidad only has English as its official language, although Hindi, Spanish, Chinese, and Arabic are also spoken on the island.</p>	
<p>[13] Finally, [14] the food of Singapore and Trinidad are quite similar in many ways, yet they each remain distinct from each other. [15] Spicy food is very common in Singaporean and Trinidadian cuisine. Both countries' cuisines are strongly influenced by Indian and Chinese cuisine due to the large local Indian and Chinese populations. Curry is very popular in both countries. Due to Singapore's and Trinidad's British colonial past, British customs and foods are also very common. [16] Nevertheless, Singapore's cuisine has a stronger Chinese and Indian influence compared to Trinidad's cuisine, which has a stronger African and European influence. Singapore's cuisine is also highly influenced by that of its neighbouring countries of Malaysia, Thailand, and Indonesia. Due to Singapore's large Muslim population and its proximity to other predominately Muslim countries, the availability of Halal food is much more widespread than Trinidad, even though Trinidad does have a significant Muslim population.</p>	<p><u>4th Paragraph – Discuss 3rd Feature</u> [13] Transition word/phrase [14] State 3rd feature that will be discussed [15] State similarities [16] State differences</p>
<p>[17] As illustrated, [18] despite the many similarities between Singapore and Trinidad, each of those tropical paradises contain many unique aspects as well. [19] While the geography, people, and food share many similarities, the</p>	<p><u>5th Paragraph – Conclusion</u> [17] Transition word/phrase [18] Re-state thesis statement</p>

ARGUMENTATIVE ESSAY TOPICS

Do you agree or disagree with the following statements?

Use specific reasons and examples to support your opinion.

1. Boys and girls should attend separate schools.
2. Technology has made the world a better place to live.
3. Advertising can tell you a lot about a country.
4. Modern technology is creating a single world culture.
5. Children should begin learning a foreign language as soon as they start school.
6. Telephones and email have made communication between people less personal.
7. Reading fiction (such as novels and short stories) is more enjoyable than watching movies.
8. Only people who earn a lot of money are successful.
9. A person's childhood years (the time from birth to twelve years of age) are the most important years of a person's life.
10. With the help of technology, students nowadays can learn more information and learn it more quickly.

6.3.2. Cause and Effect Essay

The following are things to keep in mind when writing a cause and effect essay

Cause and effect analyzes why something happens. Cause-and-effect essays examine causes, describe effects, or do both. Causes precede effects, but causality involves more than sequence: cause-and-effect analysis explains why something happened –or is happening –and predicts what probably will happen.

Do not assume that because event A precedes event B, event A has *caused* event B. Many causes can be responsible for one effect. In the same way, one cause can lead to many effects. Complex situations involve numerous causes and many different effects. Even when you have identified several causes of a particular effect, one –the *main cause* –is always more important than the others, the *contributory causes*.

An *immediate cause* closely precedes an effect and is therefore relatively easy to recognize. A *remote cause* is less obvious, perhaps because it involves something in the past or far away. –NOTE: do not assume that the most obvious cause is always the most important one. Sometimes an effect can also be a cause. This is true in a *causal chain*, where A causes B, B causes C, C causes D, and so on.

Formulating a Thesis Statement

When you formulate a *thesis statement*, be sure it identifies the relationship among the specific causes or effects you will discuss. This thesis statement should tell your readers three things: the issues you plan to consider, the position you will take, and whether your emphasis is on causes, effects, or both. Your thesis statement may also indicate explicitly or implicitly the cause or effect you consider most important and the order in which you will present your points.

Arranging causes and effects

There are several options when deciding on the sequence in which you will present causes or effects:

- Present causes or effects in chronologically order;
- Introduce main cause first and then contributory causes;
- Introduce contributory causes first and then the main cause;
- Stress positive consequences by beginning with a brief introduction of negative ones;
- Emphasize negative results by summarizing the less important positive effects first;
- Begin by dismissing any events that were not causes and then explain what the real causes were; or
- Begin with most obvious causes or effect and move on to more subtle factors – and then to your analysis and conclusion.

Transitions

Transitions are very important to cause and effect essays

Use *the first cause, the second cause; one result, another result* to distinguish causes

from effects and help readers.

Use *the most important cause, another cause* to distinguish main from contributory causes.

Use *the most obvious cause, a less apparent cause* to distinguish immediate from remote causes. Use the transitions *then, next* in causal chains to help the reader sort out the sequence.

Use *because, as a result, for this reason,* in causal chains to help the reader understand causal relationships.

NOTE:

Words such as *because, therefore, and consequently* indicate a **causal relationship** (WHY something happened).

Words such as *then, next, subsequently, later, and afterward* indicate a **chronological relationship** (WHEN something happened). Do not confuse these.

Definition:

In this kind of essay, the aim is to explain the **causes** (reasons) or the **effects** (results) of an event or situation.

E.g. causes of air pollution (multiple factors leading to air pollution). E.g. Effects of watching too much TV (many effects of a situation).

Sometimes an event causes something to happen, that situation leads to another event, and it causes another event to happen. This is called the causal chain or domino effect.

e.g. Use of deodorants will bring the end of the world.

There may be several causes or effects of a situation. However, in a student essay, it is advisable to keep the number of major points to 2 or 3, which form separate developmental paragraphs.

Organization:

Depending on the topic, there may be three patterns of organization:

1. Multiple causes-->effect

In this pattern, the organization is as follows:

Thesis statement: Air pollution is caused by the following factors: exhaust gases from cars, uncontrolled factory releases, and burning of low-quality coal for heating.

- I. exhaust gases from cars
 - A. government does not have enough control
 - B. citizens are not conscientious
- II. uncontrolled factory gases
 - A. no regular checks on gases released
 - B. factories are inside the borders of residential areas
- III. burning of low-quality coal for heating
 - A. no governmental control
 - B. other forms of energy too expensive

Each developmental paragraph is devoted to one of the causes of air pollution. Each cause is supported by two minor supports. While writing, these major and minor ideas should be adequately explained and exemplified as well.

2. Cause-->Multiple effects

In this pattern, the effects of a certain situation are explained in separate paragraphs, with the following organization:

Thesis statement: Watching too much TV is one of the major sociological issues of this century, which has many effects on the physiology and psychology of people.

- I. eating disorders
 - A. TV meals
 - B. obesity
- II. communication problems
 - A. more violence
 - B. no interpersonal talk

Again, we have grouped related effects under two main points: physiological and psychological. Then, we have supported each effect with two minor supports (A and B). While writing, we should explain these major and minor supports by giving examples and/or defining what we mean, as well.

3. Causal chain / Domino

In this pattern, the events lead to one another, as in the following organization:

Thesis statement: Using deodorants with chlorofluorocarbon gas will bring the end of world.

- I. Chlorofluorocarbon gases are contained in most deodorants and released by some factories into the air.
 - II. This gas causes the ozone layer to become thinner and finally disappear in patches.
 - III. The unfiltered ultraviolet rays of the sun cause overheating in the poles of the earth, where the icebergs start to melt.
 - IV. The huge amount of water released from the poles leads to a rise in the sea-level.
 - V. The sea will cover the land and this will be the end of the world
- Again, each major point should be supported with examples, statistics that show that there are some factories and deodorants that release chlorofluorocarbons, that there is a rise in the sea level, etc.

Language:

To explain reasons and results, we use:

As a result, as a consequence, consequently, so, since, as, because, One reason why ...
One of the most important reasons why ... The main reasons why ... There are other reasons, too, ...

Do not forget that using **transitions** enables the piece of writing to be **coherent**; it is easier for the reader to follow our ideas when transitions are used to link them together. However, **overuse** of transitions causes a **traffic jam** and should be avoided. We should be using transitions sparingly (only when necessary).

Sample cause and effect essay

EFFECTS OF WATCHING TOO MUCH TV

Discoveries and invention of devices are always welcome till we, humans, find a way to abuse its benefits and be adversely affected by it. This was the case when Wilhelm Roentgen discovered x-ray and within five years, the British Army was using a mobile x-ray unit to locate bullets and shrapnel in wounded soldiers in the Sudan. TV was also invented with positive thoughts in mind – there would be no national borders, education and communication would be worldwide, etc. However, we are now trying to overcome its physiological and psychological adverse effects on human beings.

One of the physiological effects of watching TV in excessive amounts is eyestrain. It is true that there are specifications for watching TV; TV should be 5 m. away from the eye, the room should be adequately lit, TV should be placed at the same height with our eyes, etc. However, these do not prevent our eyes from getting tired if we keep watching.

TV for a long time. Another effect is obesity, which is widely observed in people who like watching TV and eating snacks everyday (there is even a term “TV snacks” to refer to fast food that is suitable for eating in front of the TV). TV is such a powerful machine that people cannot get away from it – it is addictive.

Apart from the physiological effects, TV also causes psychological effects. One is a result of being exposed to violence. After seeing so many violent scenes on TV, people start considering violent actions normal and they lose their sensitivity to their environment. Partly connected to this effect, the interpersonal communication among people decreases. Being insensitive to the suffering of other people causes people to become alienated. In addition, after coming home from work people seek to relax in front of the TV, and generally, people prefer watching TV to talking to each other. This issue is very important since lack of interpersonal relationships mostly end with divorces.

Shortly, inventions are meant to be beneficial for human beings, if we know how to benefit from them. TV is one of such inventions that need to be used for the right purpose only – being educated and entertained for a reasonable (according to age) period. We may, then, be safe from or at least reduce the adverse physiological and psychological effects of watching too much TV.

Write an essay on the same topic shown above or any similar topic of your own choice.

[illegible]

6.3.3. Advanced Discursive Essay Writing

In a discursive essay **discuss the subject as broadly as possible** without losing direction or flow. Take different viewpoints and discuss them together with the opposite opinion.

PLANNING:

Introduction: Make a general statement about the topic.

Main body: Write various points of view in separate paragraphs.

In each paragraph you should include the opposite point of view.

Conclusion: Conclude by giving your own opinion on the subject.

SAMPLE:

The Importance of Sport

Sport is an important part of today's society and plays a great role in many people's lives. It is also sometimes described as our national excitement, a mere leisure activity that somehow has become symbolic of our national character. Moreover, **now more than ever**, sport events dominate headlines and athletes have become national heroes. Whether we prefer to watch a football or basketball match or a race, most of us admit to have at least some sporting interest. **But sport is more than an activity for watching or being interested. It is also a vehicle to form a social position, support education and economy.**

The question is, does sport merit* this kind of interest and attention? From a social standpoint*, sport plays a positive role in uniting people from different social backgrounds in support of their favorite team. This can aid* people's understanding and tolerance of each other. **However**, just a sport unites people so it can divide them, as is often demonstrated by crowd violence at football matches.

As far as education is concerned, sport is an important part of every child's schooling, as it plays a big role in both its physical and mental development. It teaches children how to work as part of a team and cooperate with others, while at the same time improving physical condition. **The only drawback to this is** that children who are less able to perform well in sport are likely to feel inadequate in comparison to their more gifted classmates, which may affect their self-confidence.

From the economic point of view, sport can be very profitable, as it attracts a lot of sponsorship and advertising.

On the one hand this creates revenue* for the sporting industry which allows for improvement and expansion*. **On the other hand**, large sums of money are often paid to event organizers to promote products such as cigarettes, which are harmful to one's health.

In my opinion, sport should be used as much as possible to encourage people to lead a more healthy and peaceful life instead of being used to promote unhealthy products. (278 words)

Aid: help **Revenue:** income, profit **Expansion:** growth, development

MODEL ESSAY: Read the model essay and:
Copy it and Underline the opposite points of view.

The role of the Free Press

Newspaper and magazines play an important role in today's society and are capable of influencing people's lives in many ways. However, does the free press offer a valuable service, or is it, as American journalist, Edward Egglestone said, "organized gossip"?

On a personal level, the media can be very entertaining and informative. Reading about the lifestyles of the rich and famous is amusing and can help us forget our own problems. However, journalists frequently intrude on the privacy of celebrities, following them and photographing them in their most intimate moments. This is surely an unacceptable interpretation of the word "free".*

As far as politics are concerned, the free press is important as it often reveals the truth behind all the speeches and accusations. Unfortunately, most newspapers tend to favor a particular political party, meaning that their articles are not objective.

From an educational point of view, newspapers and magazines are an important source of up-to-date information and in-depth articles, reporting on both local and international events. They can be an invaluable part of a child's education and often expand an adult's knowledge as well. Opponents of this view say that newspapers do not always give correct information and facts are often falsely reported. Thus, they are not always appropriate learning material for students.

Overall, I believe that the existence of the free press is valuable to our society, as long as its power is used wisely and objectively in an effort to inform the public, rather than mislead it. (257 words)

intimate: personal, private

accusation: blame, claim

Now write your own essay on the same topic.

6.4. Various Samples of Advance Essay Writing To Model Your Own Essays

Sample Essay 1 (Samples of Argumentation Essay)

Why Students Should Eat Breakfast Every Day

By Claudia Hernández

A lot of people, especially young people, go through the day without having breakfast. Many people believe that it is not necessary, or they say that they don't have time for that, and begin their day with no meal. I believe that everyone should eat breakfast before going to their activities. The purpose of this paper is to show the importance of breakfast, especially for students.

The first reason why you should eat breakfast before going to school is for your health. When you skip breakfast and go to school, you are looking for a disease because it's not healthy to have an empty stomach all day long. It's very important to have a meal and not let your stomach work empty. All you are going to get is gastritis and a lot of problems with your health if you don't eat breakfast.

Another reason for eating breakfast is because you need food for to do well in your classes. Your body and your brain are not going to function as good as they could because you have no energy and no strength. When you try to learn something and have nothing in your stomach, you are going to have a lot of trouble succeeding. A lot of people think that they should not eat because they are going to feel tired, but that's not true. Breakfast is not a very big meal, and on the contrary, you're going to feel tired if you don't have breakfast because you have spent the entire previous night without food.

The last reason to have breakfast every day is that you can avoid diseases if you eat some breakfast in the morning. If you do not eat, you are going to get sick, and these diseases will have a stronger effect on you because you are going to get sick easier than people who have breakfast every day.

You have to realize that breakfast is the most important meal of the day, and you cannot skip it without consequences for your health, your school and your defense mechanism. It is better to wake up earlier and have a good breakfast that run

to school without eating anything. It is time for you to do something for your health, and eating breakfast is the better way to start your day.

Is the ability to read and write more important today than in the past? Why or why not? Use specific reasons and examples to support your answer.

Importance of Reading and Writing - 1 -

Today science and technology has come to pervade every aspect of our lives. Computer, television and radio have almost replaced the newspaper and letter once dominated our lives. Accordingly, the issue about whether the ability to read and write is more important today may attract our attentions. It is clear that classified views have converged into two: some think reading and writing ability is more important today than in the past, while others deny its importance. As I see it, I agree with the former view without any hesitation and my choice is based on a careful consideration of the following reasons.

The main reason which may win most of people's support is that if lack the reading and writing ability, one would be considered as illiterate who has been deprived of the most basic right of human beings in the 21st century. It will be hard for us to imagine how somebody who can't read and write communicates with other people. A case in point is that one of my neighbors who is an old man and cannot read and write may only talk with others face to face. As for making friends by email and search information in newspaper, it is absolutely impossible.

The second reason I would like to point out is that people today who cannot read and write cannot even make a living. Good jobs are difficult to find because of economic depression. Nearly all the jobs require people who can read and write very well. Even if one just plans to be a driver, he must read the road sign and know where he is and where he will go.

Furthermore, the ability to read and write could bring us lots of advantages. Suppose that people who have tired out with a hard week's sweat and effort may get lots of benefits and relief from reading a short novel and broaden his horizon by appreciating a nice poem. Many friends around me would believe reading and writing some effective ways to relax themselves.

People today especially those children may find it easier for them to manipulate the mouse of the computer than to write things down by hand. Watching TV instead of reading may still occupy someone's most leisure time. Yet if all the factors I discussed above are contemplated and we are to minimize the losses and maximize the gains, it will not be hard for us to realize that the ability to read and write is more important today than in the past.

Importance of Reading and Writing – 2 –

Is the ability to read and write more important today than in the past? Everyone has his answer depending on his experience and life style. Some people think it is true because people need not read and write in past. On the contrary, other people believe there is not big difference between today and yesterday. As far as I am concerned, I would like to say that reading and writing are getting more important for our life day by day. In the following discussion, I will provide some reasons and examples to support my viewpoints.

The main reason for my propensity is that knowledge is very important for us today. Without education, it is very hard to find a good job and you will have a hard time to do the work. There is too much new knowledge today. In the past days, people can teach each other by oral, therefore, reading and writing is not as important as now. However, if you enter a company today, your supervisor will only give you a instruction book and tell you begin to study it. Nobody has time to teach you by oral. If you can read and write well, you will get more smoothly at work.

Communication is another head and chief reason I have chosen to put here. Many professions require people to work in team to solve problems and make decisions. Reading and writing can help you to know other colleague are doing, on the other hand, it can also help you to tell other people what you have done and your plan for next step.

To be honest, I can not deny that some people who can not read or write also have a nice life today. Nevertheless, for the normal people, the benefits of reading and writing carry much more weight than illiterate, so the conclusion is obvious.

For all factors presented above, we can safely draw the conclusion that reading and writing are more important today than in the past. Furthermore, we should pay more attention to improve our ability of reading and writing.

Importance of Reading and Writing – 3 -

Today science and technology has come to pervade every aspect of our lives. Computer, television and radio have almost replaced the newspaper and letter once dominated our lives. Accordingly, the issue about whether the ability to read and write is more important today may attract our attentions. It is clear that classified views have converged into two: some think reading and writing ability is more important today than in the past, while others deny its importance. As I see it, I agree with the former view without any hesitation and my choice is based on a careful consideration of the following reasons.

The main reason which may win most of people's support is that if lack the reading and writing ability, one would be considered as illiterate who has been deprived of the most basic right of human beings in the 21st century. It will be hard for us to imagine how somebody who can't read and write communicates with other people. A case in point is that one of my neighbors who is an old man and cannot read and write may only talk with others face to face. As for making friends by email and search information in newspaper, it is absolutely impossible.

The second reason I would like to point out is that people today who cannot read and write cannot even make a living. Good jobs are difficult to find because of economic depression. Nearly all the jobs require people who can read and write very well. Even if one just plans to be a driver, he must read the road sign and know where he is and where he will go.

Furthermore, the ability to read and write could bring us lots of advantages. Suppose that people who have tired out with a hard week's sweat and effort may get lots of benefits and relief from reading a short novel and broaden his horizon by appreciating a nice poem. Many friends around me would believe reading and writing some effective ways to relax themselves.

People today especially those children may find it easier for them to manipulate the mouse of the computer than to write things down by hand. Watching TV instead of reading may still occupy someone's most leisure time. Yet if all the factors I discussed above are contemplated and we are to minimize the losses and maximize the gains, it will not be hard for us to realize that the ability to read and write is more important today than in the past.

Importance of Reading and Writing - 4 -

Is the ability to read and write more important today than in the past? Everyone has his answer depending on his experience and life style. Some people think it is true because people need not read and write in past. On the contrary, other people believe there is not big difference between today and yesterday. As far as I am concerned, I would like to say that reading and writing are getting more important for our life day by day. In the following discussion, I will provide some reasons and examples to support my viewpoints.

The main reason for my propensity is that knowledge is very important for us today. Without education, it is very hard to find a good job and you will have a hard time to do the work. There is too much new knowledge today. In the past days, people can teach each other by oral, therefore, reading and writing is not as important as now. However, if you enter a company today, your supervisor will only give you a

instruction book and tell you begin to study it. Nobody has time to teach you by oral. If you can read and write well, you will get more smoothly at work.

Communication is another head and chief reason I have chosen to put here. Many professions require people to work in team to solve problems and make decisions. Reading and writing can help you to know other colleague are doing, on the other hand, it can also help you to tell other people what you have done and your plan for next step.

To be honest, I cannot deny that some people who cannot read or write also have a nice life today. Nevertheless, for the normal people, the benefits of reading and writing carry much more weight than illiterate, so the conclusion is obvious.

For all factors presented above, we can safely draw the conclusion that reading and writing are more important today than in the past. Furthermore, we should pay more attention to improve our ability of reading and writing.

Why People Should Read for Pleasure

by Pilar Martínez Ramirez ITESM, Campus Querétaro Advanced English

In the past years the use of the television and the internet has increased; this situation has caused many people to change their likes and the way that they enjoy their free time. Because of television and the internet, many people spend less time reading, so the purpose for this essay is to present reasons why people should read just for pleasure. The reasons that I give you are quite simple: to improve your knowledge, to expand your general culture, to have more fun, to make your imagination fly, to find new ways to express your ideas, and finally to expand your vocabulary.

The first reason that I give you to enjoy reading is that when you read, you can expand your knowledge and also your culture. There are a lot of good books in which you can find history, novels, tragedies, comedies and a variety of other themes. You can see that people who read more often frequently have a bigger knowledge of life and also a bigger perspective of their environment. I think that fact gives them an advantage over all others who do not read frequently.

The second reason to read more often is that through books you can have fun and even travel in your imagination. Children have not yet lost the ability of getting into their dreams, and because of this, in their first years the parents read a lot of tales in which they use their imagination. Adults should try to keep this ability, so we do not forget the importance of the use of the imagination. The imagination also represents a tool that could help you to develop your professional career in a creative way.

Finally, the third and the most important feature that reading offers you is that it does not matter the age that you have, you always could expand your vocabulary and the ways to express your ideas to the others in a simple and correct form. By the

time you can improve the kind of books that you read, there are a lot of categories, so you will never stop learning from the pleasure of reading. People who know how to choose a book generally have the capability of choosing a formal book in which they can find formal grammatical structures and obviously a formal vocabulary. All these things allow them to gain greater fluency in their communication.

In conclusion, I recommend that you enjoy reading more often. There are excellent reasons for doing it; you just have to want to expand your knowledge and your culture, to improve your imagination and also your vocabulary. I know that we should evolve with the technology; that is, it is good to know how to navigate in the internet, but we must also not forget the books. Try to choose good books at the beginning, and then I ensure you that you never will stop reading.

Why We Should Not Compare Ourselves with Others

By Rogelio Pérez Lara ITESM, Campus Querétaro Advanced English

In our culture a lot of times people advise us to compare ourselves with others. "You should be like your father," "You can win; the others aren't as good as you," "You must be the best of your class," etc., and this is not always the best way of thinking. There are many reasons to change this way of thinking and begin to compare ourselves only with ourselves. This is the way it should be, and in this paper I will discuss some of the most important reasons for this.

The first reason to avoid comparing yourself with others is that there will be always someone better than you. It doesn't matter in which aspect, but it is always true. Therefore, you could feel inferior to others and maybe without a real reason. For example, you can be an incredible architect and the best of your generation, and this can make you feel incredibly good, but if someday someone is better than you are, you could feel sad although you are still the same incredible architect that you were before.

The second reason to elude this kind of comparison is that you will always find someone worse than you, but as opposed to the first reason, this can make you feel better than the others, and this feeling can turn into a horrible pride. For example, if you are the second best student of your class, and one day the very best student leaves the school, you will then be the best one although you are still only as good as you were before.

These two first reasons leads us to a third one: If you want to be better than the others, you don't need to improve yourself; you only have to make the others look bad. If I want to be the leader of the group, but you are the leader now, what I need to do is to make you look like a traitor or stupid and then I can take your place. Then I will be better than you.

A fourth reason to stop comparing ourselves is that the one who compares him/herself with others is judging, and this doesn't help us develop as human beings. Nobody knows the internal reality of the other; nobody knows his/her story and his/her most deep intentions, and when we judge it's harder to accept the others. The last but most important reason to avoid comparing ourselves with others is that when we do, we can be tempted to copy them, to do the same things, and to act and think like them. The problem with this is that if we copy someone, we will never know who we really are and what we really want, and then we will never grow spiritually.

For all these reasons and because we are unique, we should not compare ourselves with others, only with ourselves. The only comparison pattern that we really have is our consciousness. So, if we use this pattern we will not feel less or more than others; we will not try to make others look bad; we will not judge so much; and we will accept ourselves as we really are. In other words, we will live happier.

Why People Should Exercise

Maru Mercado Advanced English Erlyn Baack

In the past, I have never been inclined to participate in sports. Honestly, I did not like it, but many persons whom I lived with kept telling me everyday how good it was. Since the peer pressure was growing, I decided to go to the gym. It wasn't until then that I could really understand people when they said exercise really helped a person get organized and keep yourself in a healthy physically and mentally. For starters, when you are a lazy person, it is difficult to take the first step, but it is all a matter of committing yourself to something that will provide you a lot of positive feedback. Once you start doing exercise and observing positive results, you actually enjoy it. It takes a lot of effort and strong will, but it's worth it. The principal thing to do is to participate in an activity you like. If you do you will start organizing your day in a way that enables you to do everything you have to, including exercising. You will no longer be a person stressed-out without time to carry on with all your activities.

Second, it is obvious that once you exercise you will have a better condition. You will be healthier in a physical way. It is probable that you will lose weight and your muscles will get stronger and stronger. Your body will feel good, full of energy and it will respond immediately to any action you want to do, any activity that has to be done with high spirits.

The third reason why exercising is good is that it affects you positively in a mental and psychological way. Doing exercise helps you set specific goals which along with strong will can be achieved. When you do that, you are aware of your abilities, accept your weaknesses, and your self-esteem goes up. Any sport distracts

you because it helps you not to think about school, friends, problems, among other things. It brings you time to think about yourself and no one else. It helps you keep your mind busy and to avoid dangerous habits like drugs.

Doing exercise is very important to any person of any age. The positive effects of exercising, which I've already mentioned, are like a chain. Once you do a sports activity that you like, you get organized; therefore, you start doing things the right way and get enormous benefits which make you feel good as a whole human being. You start living your life happily.

Sample Essay 2

Beginning of My Learning English

I began learning English when I was 6 years old at primary school. Since then I have continued my English studies up to the present. However, my ability in English is limited; it may be that I did not work hard enough or pay sufficient attention in class. In my country, most of the books are in Thai, although I used English books on my BSc course. Before I came to Edinburgh, I had learned English at the British Council in Chiang Mai. I found it quite useful but it was only a short course and my English did not improve much.

When I arrived in Edinburgh in September, I attended the English pre-session course for Veterinary Studies students for 4 weeks. Since then I have found that my ability in speaking and writing English has not improved and my TEAM results were poor. I had worked hard in September but still had to enroll on ELTC courses.

Now that I am about to finish this course in grammar, I feel that I have made some progress. I know that I will still have to do Course 5, because of my low TEAM score, but that will probably be enough to help me do the written assignments that I am to do in the second and third terms. I think that my work on these courses will enable me to write my MSc dissertation without too many problems.

Sample Essay 2

Poverty is the Cause of all Evils

By ABC

As the margin of the rich and the poor widens, global poverty today has increased. Poverty in today's global scenario has become the root cause of all evils, because it has the power and the ability to make people compromise their once held and respected moral values, cultural and religious beliefs. Poverty has created a new race

of people with common marks of frustrations, loss of hope, prospects and value for life.

It has no borders. Poverty has pushed societies to lose human hearts and compassion for others. If one is hungry and no means of stuffing the aching stomach with food, stealing will be an opted solution. Life becomes the survival of the fittest, in order to survive people engage in crime of all sorts including fraud, money laundering robbery, snatching, drug trafficking and corruption. Now and then one can find headlines in the papers about their criminal activities.

The riches of the world entice them to resort to crimes, as they cannot have them. Education is touted as the means to escape poverty and it often is. The poor get little or no education. Thus, they often do not even know certain things that may help them improve their situation. It is the duty of the prosperous class to help those who struggle to make a living.

Sample Essay 3

My Dad

My dad was not usually the type to talk about much, especially about his past. I knew some things about his background: He left Hungary in 1956, after the Revolution. He had fought with the rebels in Budapest. When he settled in France, he left behind his parents and 11 brothers and sisters. That was all I knew.

When I turned fourteen, my dad began to tell me more. He thought I was old enough to hear about his role in the Hungarian Revolution. The Revolution started as a student protest against the Communists in October of 1956. It ended in November when Soviet tanks rolled into Budapest and crushed the rebellion. My father, who was only 22 years old, served in the rebel army.

I wanted to know all the details. How did he get involved? How did he escape? However, the question I most wanted to know was this: *Why* did he fight? I wanted to know how a young man could believe in something so strongly that he was willing to die for it.

My dad gave many reasons for his role in the rebellion. First, the Communists were ruining the economy. Even though he worked as a toolmaker, my dad could not always afford to buy clothes or food. "But what I really could not live with," he said, "was not being able to say what I wanted." If you spoke up against the government, you could go to jail, or worse.

Today, my dad sometimes complains about France. He says that the politicians are crooked, criminals have too many rights, and parents are not strict enough with their children. However, I do not need to remind him that at least in his new country, he can complain as loudly as he pleases.

Sample Essay 4:

Here is a description of the process essay by which a foreign student can get a university place at a Brazilian university.

How to Get into University in Brazil

If you want to take an undergraduate course at a Brazilian state university, the first step is to enroll for the Vestibular, which is the national university entrance examination. You will need a foreigner's ID registration number, or RNE. At <http://www.fuvest.br> you can see previous years' Vestibular exams. Enrolments finish in September and the first phase exams take place in November. You have to decide when you enroll and which university course you want to take, and you can consult the previous year's exam results to see what score you need to get in order to pass the first phase.

The first phase exam is a multiple-choice general exam, covering chemistry, biology, physics, maths, geography, history, Portuguese and English. If you do well, you can then proceed to the second phase, which is a Portuguese written exam. There are many schools specializing in preparing students to take the Vestibular exam. These are called *cursinhos* (or 'little courses').

But there are alternative ways of getting into Brazilian universities. If you already have a university degree recognized by a Brazilian university, and an RNE, you can apply to study for a higher degree, or be accepted onto a degree course without taking the Vestibular.

To get your home university degree recognized, it has to be evaluated as being equivalent to a degree course in Brazil. You have to show a transcript of all your undergraduate exam results. The evaluation process takes 8 to 10 months. It will be difficult to get equivalence for a non-standard degree, such as (in my case) Chinese Studies, which is not offered at Brazilian universities.

A third way into Brazilian university is to start a course at a private university, and then apply for a transfer after two months to the public university of your choice.

6.5. Responding to Student Advance Essay Writing

6.5.1. Responding to Student Advanced Essay Writing 1: Navdeep Singh

Instructors choose to respond to student writing in a variety of ways: direct, indirect, and a hybrid of the two. Using a direct method, the instructor could make the editing changes for the student. With an indirect method, an instructor, using precise correction symbols, can indicate the location of the error or the type of error. Here is an example of one way to respond to a student's writing:

In the ~~on~~ summer of 2007, my cousins from England ^{and I} decided to take a trip to Six Flags. Six Flags is a theme park that has many rides and animals to see. ^{had} I never ~~had~~ been to Six Flags before. My older cousin Vick ^{ed} suggested that we should take my father's Lincoln Navigator instead my Honda ~~car~~. I agreed because it would be more comfortable. My cousins decided to go on Sunday. ^{more here} I was driving and my cousin Aman sat on the passenger seat, Jay and Vick sat on the back seat. [We woke up at seven am and took shower and got ready and left. We ate breakfast at Jack in the Box. It was an hour and ^{a half} ~~thirty min~~ drive from Manteca to Vallejo. ^{arrived} We ~~were~~ at the Six Flags ^{before} by 10am and we had plenty of time to see everything in the park. ^{by 10 before}

We got our tickets from the ticket booth and ^{entered} ~~enter~~ the park. At first we ran to go see the crocodile. Six Flags also has lions and even white tigers. It was a hot day, so we decided to go on a water ride. Even though ^{the} line was long, we decided to stay ^{there} ~~in the line~~ until we got our turn. When we got off the ride, our clothes were really wet. It felt very cold wind ^{with the} ~~was~~ coming towards us. Aman wanted to go on the King Kong ride. He said, "It is going to make my clothes dry faster." Once I ^{saw} ~~seen~~ the King Kong ride, I got ^a little scared. The ride looked huge and had four loops and it ^{turned} ~~would turn~~ up side down four times. I didn't want to tell

my cousins that I was scared, so I stood by them. In my mind I ~~had~~ thought of just walking away and make excuse later on.

The line was long and there was a sign that ^{said} ~~say~~, "From here 15 min." My heart was pounding faster and faster by the second. As we got closer to ^{the} ride, my hands were starting to sweat. I don't know if they were just wet from the ^{previous} ~~pervious~~ ride ^I ~~or~~ I was insane. I had the courage to tell my older cousin Vick about not going on the ride and what was happening to me. Instead of helping me out, he went and told Aman about it. Aman said, "Don't be a baby," and ^{started} ~~start~~ to laughing. Vick said, "Hey! Look, Jay is going to ride on it and he is younger than you?" He also had a grin on his face when he said that. Jay said ~~to me~~ ^{could} that I ~~can~~ sit by him. The whole ride ^{takes} ~~took~~ about a ^{minute.} ~~min.~~ Jay said, "It ^{will} ~~would~~ be over before you know it" I ^{that} ~~if~~ I didn't go on it, ~~then~~ they would tell everyone in our family about this. I took a deep breath and stood in a line by them.

I looked back and saw about twenty people were standing behind me in a line. I was thinking to myself that maybe it was not a good idea to come to Six Flags. The ride stopped ⁱⁿ ~~front~~ of us and it was our turn to ^{get on it.} ~~ride it next~~. I could hear my self ^{breathing} ~~breath~~ harder and harder. I sat in the forth row from the front. As I sat down, the park ranger came ^{and} ~~put~~ my safety belt on. There was a metal bar that Jay was holding on to. When I ^{touched metal} ~~touch~~ the ~~met~~ bar, it felt very cold like an ice cube. I

grabbed that bar^{as} tight as I could. I could hear the park ranger starting to count down. He said, FIVE..., FOUR..., THREE..., right before he could say two, I yelled out loud, "let me out, I don't wanna ride it." I could hear my cousins laughing in front. The park ranger^{s ok} didn't finish the count down and came running toward^s me. They said, "What happen^{ed}?" I told them in a (mellow)[?] voice that I ^{was} am afraid of heights. They ^{opened the} open safety belt and let me out. I look^{ed} around and saw everyone was looking and at me and some of them were laughing. I really didn't care at that time because I was just happy to get my feet on the ground.~~less~~.

I walked to the exit sign and waited for my cousins. When I saw them, they were still laughing. I was so embarrass^{ed} at that time. I didn't go on any ride^{after that}. I just watched them go on^{the} rides. Then we went to go see^a shark and two dolphin shows. I saw a huge killer whale. It was around six o' clock and we decided to head back home. We ate dinner on the way back~~to~~ home. Now when^{ever} I see my cousins, they still bring up the Six Flag story about me on the King Kong ride.

Excellent description!
Makes these changes
and it should be
ready for the portfolio.

In the above sample, Zack Prince, an English 87 instructor, combines direct corrections with comments. A number of the corrections concern verb tense, word usage, and word choice, which can be challenging areas for developmental writers. The instructor closes with a voice of support for the student's work, encouraging final

editing of the essay. How to respond to a student's work can be discussed in many ways, but one means of determining the method's effectiveness is by studying how the student responds in a later draft.

Here is the revised final draft of the student's **narrative essay**:

Navdeep Singh
English 87
11/06/07
Final Draft

"Trip to Six Flag"

In the summer of 2007, my cousins from England and I decided to take a trip to Six Flags. Six Flags is a theme park that has many rides and animals to see. I had never been to Six Flags before. My older cousin Vick suggested that we should take my father's Lincoln Navigator instead of my Honda. I agreed because it would be more comfortable. My cousins decided to go on Sunday. We woke up at seven am and took shower and got ready and left. We ate breakfast at Jack in the Box. I was driving and my cousin Aman sat on the passenger seat. Jay and Vick sat on the back seat. It was an hour and a half drive from Manteca to Vallejo. We arrived at Six Flags before 10am and we had plenty of time to see everything in the park.

We got our ticket from the ticket booth and entered the park. At first we ran to go see the crocodiles. Six Flags also has lions and even white tigers. It was a hot day so we decided to go on a water ride. Even though the line was long, we decided to stay there until we got our turn. When we got off the ride, our clothes were really wet. It felt very cold with wind coming towards us. Aman wanted to go on the King Kong ride. He said, "It is going to make my clothes dry faster." Once I saw the King Kong ride, I got a little scared. The ride looked huge and had four loops and it turned upside down four times. I didn't want to tell my cousins that I was scared, so I stood by them. In my mind I thought of just walking away and make excuse later on.

The line was long and there was a sign that said, "From here 15 min." My heart was pounding faster and faster by the second. As we got closer to the ride, my hands were starting to sweat. I don't know if they were just wet from the previous ride or if I was insane. I had the courage to tell my older cousin Vick about not going on the ride and what was happening to me. Instead of helping me out, he went and told Aman about it. Aman said, "Don't be a baby," and started to laugh. Vick said, "Hey! Look, Jay is

going to ride on it and he is younger than you.” He also had a grin on his face when he said that. Jay said that I could sit by him. Jay said, “The whole ride takes about a minute, it will be over before you know it.” I knew that if I didn’t go on it, they would tell everyone in our family about this. I took a deep breath and stood in a line by them.

I looked back and saw about twenty people were standing behind me in a line. I was thinking to myself that maybe it was not a good idea to have come to Six Flags. The ride stopped in front of us and it was our turn to get on it. I could hear myself breathing harder and harder. I sat in the fourth row from the front. As I sat down, the park ranger came and put my safety belt on. There was a metal bar that Jay was holding on to. When I touched the metal bar, it felt very cold like an ice cube. I grabbed that bar as tight as I could. I could hear the park ranger starting to count down. He said, FIVE..., FOUR..., THREE..., right before he could say two, I yelled out loud, “Let me out. I don’t wanna ride it.” I could hear my cousins laughing in front. The park rangers didn’t finish the count down and came running towards me. They said, “What happened?” I told them in a mellow voice that I was afraid of heights. They opened the safety belt and let me out. I looked around and saw everyone was looking at me and some of them were laughing. I really didn’t care at that time because I was just happy to get my feet on the ground.

I walked to the exit sign and waited for my cousins. When I saw them they were still laughing. I was so embarrassed at that time. I didn’t go on any rides after that. I just watched them go on the rides. Then we saw over ten different sharks and two dolphin shows. I saw a huge killer whale. It was around six o’clock and we decided to head back home. We ate dinner on the way back home. Now, whenever I see my cousins, they still bring up the Six Flags story about me on the King Kong ride.

The Responding / Comment

The final product reads quite well as the student has made the corrections to an already fully developed and organized essay. Without criticizing or changing the content of the essay, the instructor has guided the student through some grammatical corrections, which have improved the essay significantly. From the evidence above, it appears the instructor’s method of responding to the student has been effective in helping the student create a **cohesive** and **coherent** final product, ready for the English 87 Portfolio.

6.5.2. Responding to Student Writing 2: Saleema Din

In another example of responding to student writing, Zack Prince takes a slightly different approach. Less effort is spent in direct corrections to the draft. Instead, the instructor gives some corrections to word usage and parallelism, but more marks indicate how to present the essay in a standard form. Directions in spacing between paragraphs and in indenting paragraphs give verbal clues to the student. Also, the instructor closes the essay with encouraging feedback requesting more development.

Saleema Din
11/14/07
English 87

Failing a Class

Indent 5 spaces

I am writing to protest the failing grade I got in your class, English 87. I got the grade because I was not able to take the final exam. I was with my son in the emergency room that day. I was so upset for my son and ~~the~~ ^{impossible} for missing the test. It was ~~so hard~~ for me to come to school that day because I am a single mother and there was no one to stay with my son.

} no space
between
para
graphs
please

I handed in every assignment on time. My homework was always finished by class time. Even though I am a single mother of three children, I completed my homework on time. I ~~am~~ ^{have been} never absent from class. I have received good grades and never received lower than ~~on~~ ^{anything} a C on any assignment.

On the day of the final examination my son became very ill.

I rushed him to the Emergency room. He was admitted to the hospital and surgery that morning. As you can see, I have a ~~very~~ huge reason for not being in school that morning. I couldn't leave the hospital that day. I was very worried for my son.

I would like to reschedule my final exam. I have studied for the test and could take it any time. Would you please re-schedule it for me? It is important for me to pass this class now because I have already learned everything needed for English 79. I don't want to stay another semester in the same class again.

I would appreciate your help in solving this problem. I feel that I deserve a chance to retake the exam. Because of all of the above, you should give me a chance again. I would be very thankful.

The reasons for missing the exam are well presented. The writing is logical and does not have many errors.

Please add some details and expand the paper's length, if possible. It can be enlarged to better fit the format, thank you.

The Responding / Comment

Finding the balance in how to respond to student writing can be challenging for instructors, but many suggest that the state of the draft determines how to respond. If a paper has full **development**, **organization**, **coherence**, and **clarity**, then the global areas have been accounted for, and sentence-level corrections can be addressed. Zack Prince shows in the above response that he wishes to encourage the student to continue to find more ways to discuss this topic. The instructor chooses nonjudgmental language in his responses to his students, speaking directly about the strengths of the writing and pointing out areas that could be revised in the next draft. This method seems to work well, as can be observed in the following draft.

Here is the final draft of the student's essay:

Saleema Din
11/19/07
English 87
Final Draft

“Failing a Class”

I am writing to protest the failing grade I got in your class, English 87. I got this grade because I was not able to take the final exam. During the exam, I was with my son in the emergency room. I was terribly upset for my son and for the test I was missing. It was impossible for me to come to school because I am a single mother and there was no one to stay with my son. After all, doesn't a mother have to stay with her children in their time of need?

I have no idea why I had a dreadful grade, excluding the exam. I have handed in every assignment on time. I go to the library at least twice a week to get tutoring for the essays. Even though I'm a single mother, and rarely have time to do it, my homework is always completed by the start of class. Furthermore, I have never been absent from class. I have received good grades and have never gotten anything lower than a C on any assignment.

On the day of the final examination my son became extremely ill. I rushed Zeeshawn, my son, to the Lodi Memorial Hospital. He was admitted to the hospital in an hour and had surgery soon after. I sat in the waiting room, frantic for the results. After a couple of hours, I was allowed to see him but the doctors said that he would stay for a day or two just in case something might occur. As you can see, I had a huge reason for not being in school that morning. I simply couldn't leave my son alone, especially because I was quite worried for him and probably would have gotten a bad grade anyways.

I would like to reschedule my final exam. I have studied for the test and could take it anytime. Would you please reschedule it for me? It is important for me to pass this class now because I have already learned everything needed for English 79. I truly don't want to spend another semester in the same class again.

I would happily appreciate your help in solving this problem. I feel that I deserve a chance to retake the exam after my ordeal. Because of all of the above, you should give me another chance to improve my grade. I would be very thankful.

The Responding / Comment

By taking on the task of expanding the paragraphs with more details, the student made significant changes to the essay. The final draft indicates that the student understands how to view her own writing from a critical stance and, based on her

own internal means, how to make self determined improvements to the work. Each paragraph has been improved through precise wording and more descriptive and detailed sentence constructions. From these two samples, it seems that the instructor varies responses to the students' writing depending on the state of the draft. When more revision is necessary, the instructor will call for it. When a draft is close to polished form, the instructor works as an editor, correcting the grammar and rewording some phrases. Determining whether or not to make process-oriented remarks or product-oriented corrections requires careful consideration on the part of the instructor.

The instructor's marks altered somewhat in the two samples of student writing. In both samples, however, an encouraging tone in the instructor's comments appears to have had a positive effect in how the students chose to revise and edit their work. Zack Prince's students seem to appreciate the tone of his comments and the way he has not passed judgment on their beliefs, interests, behavior, and values. For developmental writers, this type of acceptance in the interaction between teacher and student may be of even greater importance than with writers with more advanced skills in composition. Many of the students in developmental writing seem to be at a vulnerable state in regards to their writing and hesitate sharing their creations with others for fear of criticism.

There is also the likelihood that in the past their message has been misunderstood and altered by instructors, some with the best of intentions. These communicative misunderstandings are commonplace in language learning, resulting in a situation that calls for special care and attention on the part of the teacher. The students know full well the difference between being evaluated for content and for grammar and some hold on tight to their intended expression. In a survey, English 87 students were asked, "What would you like the teacher to do to help you become a good writer?" One student wrote the following: **"Correct my grammar, but not my ideas."**

6.4. Advanced Essay Writing Checklist

Use this Advanced Writing Checklist to evaluate your writing. After completing a writing assignment, check for the following:

My paragraphs are sound.
Each of my paragraphs has one main idea.
I have used correct grammar.
I have used correct punctuation.
Periods are at the ends of my sentences.

I have quotation marks around dialogue.
My spelling is correct.
My print-out contains no typos.
My sentences begin in different ways.
My sentences are different lengths.
The meaning of each of my sentences is clear.
My sentences flow and use correct grammar.
There are no run-ons.
My sentences are complete.
My report is sequenced in order.
My introduction is exciting.

Highlight items that are the most difficult for you on this list.

How can you improve?

My ideas flow and are well connected.
I have a satisfying conclusion.
I have capitalized proper nouns.
I used a lot of describing words (adjectives and adverbs).
I help the reader visualize what I am writing.
I use action verbs like created and exclaimed.
I used synonyms to add variety.
I used brainstorming to create and organize ideas.
My ideas are written in my own words.
My report is clear and focused. I stay on target.
I understand my topic.
My details give the reader important information.
My ideas relate to one another.
I have listened to suggestions from the teacher or peer writers.

References and Bibliographies

www.englishforeveryone.org

www.google.com

<http://wps.pearsoned.com/wps/media/objects/6524/6681325/Speech%20writing.pdf>

<http://www.waal.org.au/09conf/docs/02Studentspeech2.pdf>

<https://www.sbccc.edu/clrc/files/wl/downloads/WritingaCompareContrastEssay.pdf>

<http://www.englishforeveryone.org/Topics/Writing-Practice.htm>

<http://writingcenter.unc.edu/files/2012/09/Business-Letters-The-Writing-Center.pdf>

<http://de.du.lv/angluvaloda/PiluckaBiznesa.pdf>

http://www.cengage.com/resource_uploads/downloads/0538728841_177015.pdf

<https://www.bced.gov.bc.ca/exams/exemplars/comm/com12-bl.pdf>

<http://auspost.com.au/education/letterwriting/media/pdfs/sample-business-letter.pdf>

<http://wvact.net/docs/Sample%20Cover%20Letter.pdf>

http://www.cengage.com/resource_uploads/downloads/0538728841_177015.pdf

<http://www.helsinki.fi/kksc/language.services/AcadWrit.pdf>

<https://www.lannoo.be/sites/default/files/books/issuu/9789038226224.pdf>

<http://www.sjsu.edu/ajeep/docs/EnglishWritingSkills1.pdf>

https://eclass.uoa.gr/modules/document/file.php/ENL102/IFANTIDOU%20documents/Jordan%2C%20R._Academic_writing_course.pdf